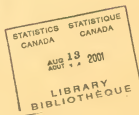


NINTH CENSUS OF CANADA, 1951

# TRAINING MANUAL



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DOMINION BUREAU OF STATISTICS — DEPARTMENT OF TRADE AND COMMERCE



## FOREWORD

It is impossible to lay too great stress upon the necessity for adequate training for the job of census-taking. If Commissioners, field supervisors and enumerators do not master the instructions they cannot do accurate work. A vast amount of thought has gone into the preparation of the Training Manual and the Enumeration Manual and they have been made as concise and simple as is possible in an undertaking having the scope of a National Census.

It is the duty of Commissioners and field supervisors to ensure that every enumerator knows his job and teaching them will be made easier if enumerators of good intelligence can be secured.

To ensure uniform enumeration there must be uniform instruction. This Training Manual lays down the procedures by which uniform instruction can be attained and you must follow them strictly. Should you or any other officer deviate from the instructions it contains, the result would be differences of interpretation.

As Census officers you play a key role in this Ninth Census of Canada. In accepting the responsibility of your position and in discharging your duties effectually, you are performing a real service for your community and, indeed, for Canada as a whole.

*Herbert Marshall*

Dominion Statistician.

1. The first part of the paper discusses the importance of the study of the history of the United States. It is argued that the study of the history of the United States is essential for a full understanding of the country and its people. The author points out that the history of the United States is a complex and multifaceted one, and that it is important to study it from a variety of perspectives. The author also points out that the study of the history of the United States is important for the development of a sense of national identity and pride.

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Training Time-Table

(for classes not requiring Agriculture instructions)

				<u>Hours &amp; Minutes</u>
<u>1st Day</u>				
8.30 - 9.00	or	1.30 - 2.00	- Introduction .....	:30
9.00 - 9.30	or	2.00 - 2.30	- Maps and Coverage .....	:30
9.30 - 10.30	or	2.30 - 3.30	- Basic Definitions and Whom to Enumerate	1:00
10.30 - 10.45	or	3.30 - 3.45	- Rest Period .....	:15
10.45 - 11.30	or	3.45 - 4.30	- Visitation Record .....	:45
11.30 - 12.30	or	4.30 - 5.30	- Population, Questions 1 - 19 .....	1:00
<hr/>				
<u>2nd Day</u>				
8.30 - 9.45	or	1.30 - 2.45	- Population, Questions 1 - 19 (Con.) ...	1:15
9.45 - 10.15	or	2.45 - 3.15	- Review and Question Period .....	:30
10.15 - 10.45	or	3.15 - 3.45	- 1st Practice Narrative .....	:30
10.45 - 11.00	or	3.45 - 4.00	- Rest Period .....	:15
11.00 - 12.30	or	4.00 - 5.30	- Population, Questions 20 - 29 .....	1:30
<hr/>				
<u>3rd Day</u>				
8.30 - 9.00	or	1.30 - 2.00	- Population, Questions 20 - 29 (Con.) ..	:30
9.00 - 9.30	or	2.00 - 2.30	- Review and Question Period .....	:30
9.30 - 10.00	or	2.30 - 3.00	- 2nd Practice Narrative .....	:30
10.00 - 10.10	or	3.00 - 3.10	- Individual Population Form .....	:10
10.10 - 10.20	or	3.10 - 3.20	- Blind and Deaf Schedule .....	:10
10.20 - 10.30	or	3.20 - 3.30	- Livestock and Greenhouses Elsewhere than on Farms .....	:10
10.30 - 10.45	or	3.30 - 3.45	- Rest Period .....	:15
10.45 - 11.30	or	3.45 - 4.30	- Census of Distribution .....	:45
11.30 - 12.30	or	4.30 - 5.30	- Housing .....	1:00
<hr/>				
<u>4th Day</u>				
8.30 - 9.15	or	1.30 - 2.15	- Housing (Con.) .....	:45
9.15 - 9.45	or	2.15 - 2.45	- Review and Question Period .....	:30
9.45 - 10.15	or	2.45 - 3.15	- 3rd Practice Narrative .....	:30
10.15 - 10.30	or	3.15 - 3.30	- Rest Period .....	:15
10.30 - 11.00	or	3.30 - 4.00	- Enumeration Technique .....	:30
11.00 - 11.30	or	4.00 - 4.30	- Administrative Forms .....	:30
11.30 - 12.15	or	4.30 - 5.15	- Final Review and Questions (including Fisheries where applicable) .....	:45
12.15 - 12.30	or	5.15 - 5.30	- Distribution of supplies .....	:15

# Training Time-Table

(for classes requiring Agriculture instructions)

			<u>Hours &amp; Minutes</u>
<u>1st Day</u>			
A.M.	9.00 - 9.30	- Introduction .....	:30
	9.30 - 10.00	- Maps and Coverage .....	:30
	10.00 - 10.15	- Rest Period .....	:15
	10.15 - 11.15	- Basic Definitions and Whom to Enumerate .....	1:00
	11.15 - 12.00	- Visitation Record .....	:45
P.M.	2.00 - 3.15	- Population, Questions 1 - 19 .....	1:15
	3.15 - 3.30	- Rest Period .....	:15
	3.30 - 4.30	- Population, Questions 1 - 19 (Con.) .....	1:00
	4.30 - 5.00	- Review and Question Period .....	:30
<u>2nd Day</u>			
A.M.	9.00 - 9.30	- 1st Practice Narrative .....	:30
	9.30 - 10.30	- Population, Questions 20 - 29 .....	1:00
	10.30 - 10.45	- Rest Period .....	:15
	10.45 - 11.45	- Population, Questions 20 - 29 (Con.) .....	1:00
	11.45 - 12.00	- Review and Question Period .....	:15
P.M.	2.00 - 2.15	- Review and Question Period .....	:15
	2.15 - 2.45	- 2nd Practice Narrative .....	:30
	2.45 - 2.55	- Individual Population Form .....	:10
	2.55 - 3.05	- Blind and Deaf Schedule .....	:10
	3.05 - 3.15	- Livestock and Greenhouses Elsewhere than on Farms .....	:10
	3.15 - 3.30	- Rest Period .....	:15
	3.30 - 4.15	- Census of Distribution .....	:45
	4.15 - 5.00	- Housing .....	:45

Training Time-Table

(for classes requiring Agriculture instructions)

			<u>Hours &amp; Minutes</u>
<u>3rd Day</u>			
A.M.	9.00 - 10.00	- Housing .....	1:00
	10.00 - 10.30	- Review and Question Period .....	:30
	10.30 - 10.45	- Rest Period .....	:15
	10.45 - 11.15	- 3rd Practice Narrative .....	:30
	11.15 - 11.45	- Enumeration Technique .....	:30
	11.45 - 12.00	- Administrative Forms .....	:15
P.M.	2.00 - 2.15	- Administrative Forms .....	:15
	2.15 - 3.15	- Final Review and Question Period .....	1:00
	3.15 - 3.30	- Rest Period .....	:15
	3.30 - 5.00	- Agriculture (Sections I, II and Practice Exercise A) .....	1:30
<u>4th Day</u>			
A.M.	9.00 - 10.30	- Sections III, V, VI and Practice Exercises B, C and D .....	1:30
	10.30 - 10.45	- Rest Period .....	:15
	10.45 - 12.00	- Sections above continued .....	1:15
P.M.	2.00 - 3.15	- Sections VII to XV and Practice Exercises E. & F. ....	1:15
	3.15 - 3.30	- Rest Period .....	:15
	3.30 - 4.45	- Sections above continued .....	1:15
	4.45 - 5.00	- Distribution of supplies .....	:15

- Notes: (1) Instructions on Commercial Fishermen Schedule to be given during the 4th afternoon in areas where it is required.
- (2) It is possible that there may be enumerators not requiring Agriculture instructions in this class. If so, supplies are to be distributed to them either at noon or during the afternoon rest period of the 3rd day.



## GENERAL PROCEDURE FOR TRAINING SESSIONS

Following are a few suggestions of a general nature which may aid you in preparing for and in the actual conduct of the training sessions.

### 1. Training room and equipment

The training room should be of adequate size, well-lighted and properly ventilated.

Before the training sessions begin, you should -

- (i) check the seating arrangements to make sure you have sufficient chairs and enough table space for each trainee to place his forms before him and be able to write on them comfortably.
- (ii) have on hand a blackboard, chalk and eraser. You will be provided with enlarged samples of the enumeration documents. Be sure to use these and the blackboard freely, since many people remember things which they see more easily than those which they hear.
- (iii) avoid confusion by having all materials which you expect to use at hand and in order, ready to begin the session.

### 2. Your responsibility to the group

At the first session do what you can to create a friendly atmosphere, putting the group at ease. Be friendly and informal. If some members appear to be strangers to each other, see to it that they become acquainted.

Make an effort to see that the group is as comfortable as possible. Inform the group as to the location of the washrooms and of the restaurants in the neighbourhood.

Your aim should be to create a friendly co-operative group, working together as a unit, with a due sense of the importance of their task and a feeling of responsibility for its successful completion.

### 3. The time-table

Make a point of starting each session on time. There is a great deal of information to cover and you will need every minute. Set the example yourself by arriving well in advance of the starting time. In so doing you will be able to have everything in readiness to begin promptly, thus avoiding the confusion of a last minute rush. On the first morning you must be present at least 20 minutes ahead of time, in order to register the trainees as they arrive.

This time-table is meant to be a guide for you. You should endeavour to adhere to it as closely as possible in order to cover all the important points which need to be discussed. However, it may be that in some areas certain adjustments will need to be made to fit in with local circumstances. If such is the case, it will be your duty to ensure that all topics are covered in the time at your disposal, and that no essential detail is overlooked.

Be sure to observe the brief rest periods provided. Both you and the trainee will benefit from a break in the midst of the sessions. Should the group become overtired and restless, valuable time will be wasted.

#### 4. Attendance record

It will be necessary for you to keep a strict record of attendance during the training sessions in order that you may check the training account forms at the end of the sessions. You will be provided with an Attendance Record (Form 37) upon which you should enter the names and addresses of all trainees in advance. These are the persons (whose names you already have on Form 31) who have been certified as to personality qualifications by the Commissioner and have passed the written test. One of your first duties will be to make certain that the list is correct in detail as the trainees register and to procure from each his telephone number, or one at which he may be reached.

You will find this list a useful directory for locating enumerators. Furthermore, you should also keep a list containing the names, addresses, and phone numbers of your enumerators in your notebook, so that at all times, whether during the training period or on the field, you will be able quickly to locate any enumerator.

#### 5. Seating plan

Your task of instructing will be made easier if, on the first day, you make a plan of the seating arrangements and request each trainee to take the same place each day. In this way you will more easily become familiar with the members of the group and be able to call upon them by name during the discussion periods.

#### 6. The Enumeration Portfolio

A portfolio of supplies has been provided for every enumerator. As each trainee registers give him a portfolio. Make sure that it is in the language suitable for use in his sub-district and instruct him to enter the correct District and Sub-district numbers in the space provided on the cover.

Each portfolio contains the following:-

1. Enumeration Manual
2. Specimen Booklet (Form 12)
3. Specimen Agriculture Schedule (Form 6)
4. Enumeration forms:
  - (a) Visitation Record (Form 1)
  - (b) Blind and Deaf Form (Form 3)
  - (c) Individual Population Form (Form 5)
  - (d) Livestock and Greenhouses elsewhere than on Farm Schedule (Form 7)
  - (e) Census of Distribution Folio (Form 10A)
  - (f) Account Form (Enumeration) (Form 16)
  - (g) Progress Report Card (Form 25)
  - (h) In certain sub-districts as required:
    - (i) Irrigation Schedule (Form 8)
    - (ii) Fisheries Folio (Form 9)
5. Container for Form 2A (Form 11)
6. Notebook
7. Blotter

Use will be made of these materials as the sessions proceed. Trainees should be encouraged to study them at home in order that they may be able to participate more intelligently in the training group discussions. It must be explained, however, that the separate blank forms are to be used later for enumeration purposes. Care should therefore be taken that they are not marked in any way, or destroyed.

## 7. Planning the discussion

Thorough preparation on your part before each session is absolutely essential. It will be embarrassing to you and a waste of time to the trainees if you enter upon a session without careful preparation. Read over the material in the Training Manual carefully in advance and make sure you understand all the points covered. Be very certain that you understand the answers to all the problems presented in the various exercises. To do this you must master completely the Enumeration Manual. When in doubt, consult it.

The Training Manual outlines each topic to be covered during the training sessions, gives detailed suggestions for presentation and includes discussion questions and problem exercises with which to test and give practice to the training group. At each session be sure to go over the "Points to cover". You should plan to follow closely the suggested "Procedure". However, if you cannot avoid departing from the outline suggested, make sure to give your group all the information outlined for that session. Where possible make instructions appropriate to local

conditions. For example, when describing a particular type of structure, mention a specific one which may be known to the group.

You may wish to note additional points which you feel need special attention in your area. Do not include, however, situations which the enumerators will seldom meet. If, during the training period, trainees wish to discuss such situations, suggest that they talk them over with you later. It would be wasted time to discuss with the whole group a problem which concerns only one enumerator and which possibly might not come up at all. Refer them also to the appropriate section of the Enumeration Manual, showing them how to use the Index as a guide to finding a solution for unusual problems. Indeed, particular stress should be laid on the proper use of the Enumeration Manual, with emphasis on the use of the Index.

You will note that certain items in the suggested "Procedure" are marked with an asterisk (\*). The asterisk signals things you are to do - i.e., display materials, write on the blackboard (BB stands for blackboard), etc.

Certain sections, also, are taken directly from the Enumeration Manual or specific Census forms. They are enclosed in square brackets and are included in this Manual for your convenience. When reading them, be sure to give the trainees the correct reference so that each may follow his copy of the Enumeration Manual or form.

## 8. Participation of trainees

The greater the trainee participation, the more successful will be your training sessions. Methods for accomplishing this are outlined in this Training Manual. Trainees will have an opportunity to answer questions, fill in practice forms, act as enumerator, etc.

The suggested discussion questions may be supplemented with other appropriate ones. Care must be taken, however, to make the meaning clear in the wording of all questions. Avoid ambiguous or leading questions, as well as those requiring simply "yes" or "no" as an answer. If the latter type seems necessary, encourage further discussion by following immediately with such questions as "Why?" or "How?"

Make certain that all members of your group have an equal opportunity to participate. You will find that some are more eager than others to take part. Do not let one or two persons dominate the discussion. You will soon develop a technique for handling your group and learn which ones need to be encouraged to keep quiet and which to talk more.

Pause frequently to allow trainees to ask questions, but do not allow the discussion to become so prolonged that other topics will be neglected. If one person is slow to grasp a point which the others in the group have easily understood, suggest he discuss that particular point with you later. If a point is raised which will be covered in a later session, suggest the question be held until the time of that discussion.

# I. INTRODUCTION

Points to cover	Procedure
1. Registration	★ As each trainee arrives, check your record to make sure you have the correct name, address, phone number, etc.
2. Administration of Oath	<p>★ Where possible, administer the Oath as each trainee registers, impressing upon each the importance of the task he is about to undertake and the need for absolute secrecy. The administration of the Oath should be performed by having each trainee read the Form of Oath aloud, after which he will sign the Form in the conventional fashion.</p> <p>★ Should it prove impractical to administer the Oath individually, have the group stand, when all are assembled, and repeat the Oath together, after which each must sign the Form in the conventional fashion.</p> <p>★ Collect the completed Forms and forward them, as soon as possible, to your Commissioner who will retain them until the completion of the enumeration and then forward them to the Regional Office.</p>
3. Distribution of Enumeration Portfolios	★ Give each trainee an Enumeration Portfolio, instructing him to enter the District and Sub-district numbers on the cover.
4. Attendance record and seating plan	★ Assign each to a seat, introduce him if need be to his neighbour and mark his name on your seating plan. Ask him to occupy the same seat throughout the training sessions. A record of attendance (Form 37) must be kept for each session.
5. Introductory remarks	<p>To open the session, your remarks should include:</p> <p>(a) A few casual remarks to put the group at ease.</p> <p>(b) Your name and the phone number at which you may be reached.</p> <p>(c) Your responsibilities as Field Supervisor, viz.,- the training of the group as Census enumerators, the checking of their work in the field, the final checking of completed work, and assistance with problems arising during enumeration.</p>

Points to cover	Procedure
	<ul style="list-style-type: none"> <li>(d) The period of time which the training sessions will cover - (4 half days of 4 hours each, in areas in which there is to be no Agriculture instruction - 4 full days of 6 hours each, in areas in which there is to be Agriculture instruction.) Do not outline the sessions fully at this point. However, there is no objection to your making a copy of this timetable and posting it where the trainees may study it at their leisure.</li> <li>(e) The hour at which each session begins, stressing the <u>necessity for starting on time.</u></li> <li>(f) Give information regarding washrooms, and near-by restaurants.</li> <li>(g) Remind trainees to keep receipts for hotel or room accommodation and a record of their allowable expenses for their accounts. Explain that detailed information concerning expenses will be given later.</li> </ul>
<p>6. The importance of the Census</p>	<p>Enumerators will often be asked, "Why is it necessary to go to the expense of a Census every ten years?" The answer to this question is clearly outlined in the Introduction to the Enumeration Manual and may be summed up, as follows:-</p> <ul style="list-style-type: none"> <li>(a) Representation in the House of Commons is based on population. The legal reason for taking the Census is to determine that representation.</li> <li>(b) The government must know age trends to estimate future demands on family allowance and old age pensions.</li> <li>(c) Census information on wages and salaries when analyzed serves as a means of improving distribution and lowering costs to the consumer.</li> <li>(d) Housing information aids in the making of housing plans and policy.</li> <li>(e) Information on household equipment and appliances aid manufacturers, wholesalers and retailers in estimating demand, future production and sales.</li> <li>(f) As in every efficient business, it is necessary to make a periodic inventory, so in this Ninth Census, the enumerator is making an inventory of the Canadian people in order that the government and business of the country may be operated efficiently.</li> </ul>

Points to cover	Procedure
<p>7. Responsibilities of enumerators</p>	<p>Explain that trainees will have an opportunity to study the answer to this question more thoroughly when they see the Enumeration Manual.</p> <p>Outline the responsibilities of each enumerator as follows:-</p> <ul style="list-style-type: none"> <li>(a) To follow the training closely, making certain that all points of instruction are thoroughly understood. <u>When in doubt, to question.</u></li> <li>(b) To carry out these instructions fully during enumeration. Again, when problems arise, to <u>question</u>, - obtaining a decision from the <u>Field Supervisor</u>, rather than jumping at conclusions, or turning to a fellow enumerator for advice.</li> <li>(c) To obtain complete and correct information for all questions asked and to make certain that every necessary question is asked.</li> <li>(d) <u>To keep all information confidential.</u> At no time, either during the period of enumeration or later, may an enumerator divulge any information gained through the performance of his duties as enumerator. Anyone found guilty of so doing is liable to a heavy fine or imprisonment, or both.</li> <li>(e) To devote full time to the work of enumeration. No enumerator is to combine any other occupation with that of census duties. He must not collect, obtain, or seek to obtain, any information except that which is required to answer the questions on the Census forms.</li> </ul>
<p>8. The Enumeration Portfolio</p>	<p>You have already provided each trainee with an Enumeration Portfolio.</p> <p>Explain briefly that -</p> <ul style="list-style-type: none"> <li>(i) these portfolios contain supplies which will be used for study during the training sessions and later in actual enumeration.</li> <li>(ii) care must, therefore, be taken not to mark or destroy any of these forms.</li> <li>(iii) trainees will have an opportunity to examine each form individually during the training sessions and to study them at home.</li> </ul> <p>* Remind trainees to bring their Portfolios to each session, but <u>do not spend time looking into them at this point.</u></p>

Points to cover	Procedure
<p>9. The Enumeration Manual</p>	<p>* Take time only to instruct in the use of the Enumeration Manual. Show trainees your copy and have them find theirs in the Portfolio.</p> <p>Explain that this Manual is the most important source of information regarding the Census.</p> <p>Have trainees note that it is divided into the following sections:-</p> <p><u>Introduction</u> - which, as you have mentioned, gives important and interesting data about the Census generally. Enumerators should study this carefully as they will find here much that will help them to answer questions concerning the Census.</p> <p><u>Population and Housing</u> - which in turn is divided into two sections,            (a) basic instructions (Sections 1-11 on coloured Pages 12-18) which must be committed to memory,            (b) detailed instructions which must be studied and used as a reference guide.</p> <p><u>Agriculture</u> - divided in the same manner as the Population and Housing Section (Sections 76-86, Pages 77-80 and Sections 87-189, Pages 81-101.)</p> <p><u>Appendices</u> - divided in three sections -            (i) Appendix A - contents of the <b>Statistics Act</b> which apply to enumeration.            (ii) Appendix B - tables for use in checking Population and Housing documents. <u>These tables are an excellent basis for review</u> and trainees should be impressed with their usefulness.            (iii) Appendix C - conversion tables for <b>Agricultural calculations.</b> Enumerators in areas where there are farms will need these for ready reference.</p> <p><u>Index</u> - alphabetically arranged and covering all topics in the Manual.</p>



Points to cover	Procedure
	<p data-bbox="422 186 816 208">Explain briefly <u>how to use the Index</u>.</p> <ul data-bbox="529 230 923 274" style="list-style-type: none"><li>* Using "secrecy" as your guide word, have trainees hunt up references.</li></ul> <p data-bbox="422 296 860 318">Indicate the <u>reason for the use of dashes</u></p> <ul data-bbox="529 340 936 485" style="list-style-type: none"><li>* Have trainees hunt up the more difficult reference for "Procedure on return of enumerator's supplies." It will not be necessary to read these references. The intention is to make certain trainees know how to use this Index.</li></ul> <p data-bbox="422 507 974 573">Stress the <u>importance of using the Index constantly</u>. It will point the way to a quick solution to many problems.</p> <p data-bbox="422 595 980 661">Impress trainees with the necessity of <u>carrying the Manual at all times</u>, so that it may be available for easy reference.</p>

## II. MAPS AND COVERAGE

Points to cover	Procedure
	<ul style="list-style-type: none"> <li>★ The Master Map of your area should be hung where it may be seen by the whole group before the session begins.</li> <li>★ Have the individual Sub-district maps ready for distribution at the stated time in the discussion.</li> <li>★ Field Supervisors in wholly urban areas will ignore instructions for rural areas.</li> </ul>
1. Introduction	<p>Introduce your subject by emphasizing again that the Census will be a success only to the degree that each enumerator covers his whole area and enumerates every person and dwelling as required.</p>
2. Use of maps	<p>Explain (a) that the whole of Canada is divided into large areas called Electoral Districts. A Commissioner has been appointed to look after the Census in each of these districts. (Name your local Commissioner).</p> <p>(b) that these large areas have been sub-divided into smaller areas called Enumeration Areas or Sub-districts. Each enumerator is responsible for the taking of the Census in one Sub-district.</p> <p>★ Point out the Enumeration Areas bounded in colour on your Master Map.</p> <p>State that most enumerators will be supplied with a map covering their own particular areas. They must <u>carry this map with them always</u>. It is their guide.</p> <p>★ Display a typical Sub-district map.</p>
(a) Method of coverage	<p>Emphasize (i) that for complete coverage, - every street, lane or alley in urban areas and every road and lane in rural areas must be gone over.</p> <p>(ii) that each enumerator must plan a systematic course, so that his area may be covered in orderly fashion. He must not jump here and there within his Sub-district. If he does he is bound to miss someone and the count for his area will be short.</p>
(i) Must be complete	
(ii) Must be orderly	

Points to cover	Procedure
	<p>★ Advise trainees that sometime before the start of enumeration you will meet with each enumerator individually to go over the map of his area and plan the route which he should follow - also to assist him with any individual problems he may have, relating to his duties as an enumerator. In wholly urban areas you will arrange this by meeting each enumerator sometime between May 26th and May 31st at a place convenient to you both. In areas where the six-hour instruction period prevails, you should arrange an individual appointment with each enumerator at some convenient time during the four day training period - either during the noon hour or in the evening. Classroom training time must not be used for this purpose.</p> <p>In arranging the route, the following rules should be observed,-</p> <p><u>In urban areas -</u></p> <ul style="list-style-type: none"> <li>(i) Start at one corner of a block and proceed around and through it in a clockwise direction until the starting point is reached.</li> <li>★ Have trainees examine the diagram on Page 19 of the Enumeration Manual.</li> <li>(ii) Number the blocks on the map in regular order and enumerate them in that way.</li> <li>★ Refer to the map on Page 20 of the Enumeration Manual.</li> <li>(iii) If dwellings are strung out along streets or roads rather than in blocks, enumerate street by street and road by road until all have been covered.</li> </ul> <p><u>In rural areas -</u></p> <ul style="list-style-type: none"> <li>(iv) Start at one corner of the Sub-district and go back and forth along the roads in such a way that the area is covered with the minimum of travel.</li> <li>(v) The <u>order along the route of enumeration determines the General Farm Schedule Number</u> for each farm. This order is of utmost importance, since there is to be sample enumeration of certain farms, and the farms which fall into the sample will depend upon the numbering.</li> </ul>


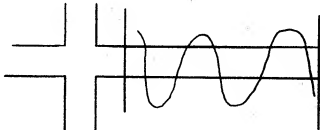
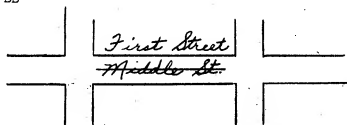
(b) Plan of visitation

In urban areas

In rural areas

Points to cover	Procedure
	<p>The plan of visitation in rural areas is outlined very clearly in the Enumeration Manual.</p> <p>* Have trainees turn to Page 20 in the Enumeration Manual. Read carefully the following, taking time to study the chart and making certain that the general plan is understood.</p> <div style="border: 1px solid black; padding: 10px; margin-top: 20px;"> <p>----- If you come to a farm on the route and for some reason cannot enumerate it immediately, give it the next number in order, and obtain the agricultural information at some later time.</p> <p><u>You must not number farms otherwise than in the order in which they lie on your pre-arranged route, except as provided for in the following paragraph.</u> Only if Enumerators throughout the country adhere to this consecutive numbering system will a representative sample - one including farms of all types and sizes - be assured.</p> <p>If after your plan is made out your enumeration will be speeded by covering a part of the route (say that near your home) earlier than it would be reached by following the plan, you may number this part before it is reached on the plan, <u>provided</u> that when you break the order of numbering, you assign the numbers <u>in groups of five</u> to the farms that lie consecutively on your route. (See chart below which illustrates how this would be done. It represents a farming area of 44 farms with the sample farms circled. The black squares represent farm dwellings.)</p> <p style="text-align: center;">(See map on Page 21 of the Enumeration Manual)</p> <p>Note that the Enumerator, after visiting seven farms along his route, breaks the order of numbering in order to visit a few farms conveniently located near his home, that is, those shaded on the diagram. He is careful to number five adjacent farms (Nos. 8-12) before resuming his regular route. By so doing, he does not upset the design of the sample. That is, the same farms remain in the sample.</p> </div>

Points to cover	Procedure
<p>(c) Boundaries</p> <p>(i) Keep within boundary lines</p> <p>(ii) Cover all the area within boundaries</p> <p>(iii) Boundary line falls on centre of river, road or street</p> <p>(iv) Check boundaries carefully</p>	<p>State that the boundaries of each Enumeration Area are established so that they will fit exactly together with no overlapping.</p> <p>★ Point this out on your Master Map.</p> <p>Explain that (i) since the totals of each area, when added together, will give the total population of the country, it is <u>important not to go beyond the boundary lines</u> outlined. Otherwise there will be duplication.</p> <p>(ii) it is just as important to <u>cover all the territory within those boundary lines</u>, or the totals will be short.</p> <p>(iii) boundary lines usually follow natural lines, such as rivers, creeks, roads, etc., in rural areas, or streets in urban areas. When this is the case the <u>centre</u> of the river, road or street will be the boundary.</p> <p>(iv) each map carries a description of the boundaries for that particular enumeration area.</p> <p>★ Point out description on a Sub-district map.</p> <p>This description must be checked carefully with the map and both must be checked with the actual area.</p>
<p>(d) Correction of maps</p> <p>(i) Enumerators must <u>not</u> change boundaries</p>	<p>Emphasize that enumerators must notify you immediately if they discover any major discrepancy in their maps. All maps should be correct in every detail before enumeration begins.</p> <p>Make it clear that (i) no enumerator must change a boundary on his map. If his map does not follow the description given, or if he has reason to believe that the boundaries as stated are incorrect, he must report the matter to the Field Supervisor immediately.</p>

Points to cover	Procedure
(ii) Mark new streets or roads	<p>(ii) if a new street or road has been opened up since the map was drawn, the enumerator should mark it in, when he is certain that he has the correct details, thus,-</p> <p>★ BB</p> 
(iii) Delete road or street not now in existence	<p>(iii) if a road or street is indicated on the map which is not now in existence, it should be crossed off the map, thus,-</p> <p>★ BB</p> 
(iv) Correct road or street names	<p>(iv) if a road or street, etc. has been renamed, the incorrect or old name should be deleted and the new one written in, thus,-</p> <p>★ BB</p> 
(e) No map available	<p>Enumerators may find, in a few cases, that it has been impossible to procure a map for an area. In such cases, the enumerators affected will have to be doubly careful to cover the proper area as outlined by their descriptions.</p>

Points to cover	Procedure
(f) Distribution of maps	<p>★ Distribute the individual maps to the trainees according to the Sub-district which they are to enumerate.</p> <p>★ At this point you will allow a very short interval for each trainee to study his map. <u>Do not prolong this study and do not, at this time, answer questions regarding individual areas.</u></p> <p>Suggest that, in urban areas, trainees should start right away to make an actual check of their areas on the field, so that any discrepancies may be caught immediately and the enumerators may become familiar with the area well in advance of actual enumeration.</p>
3. Where to look for dwellings	<p>Not only is it important for an enumerator to know how to use his map, he must also know exactly where to look for dwellings.</p>
(a) In urban areas,- i.e., cities, towns, villages	<p>Emphasize again that this must be done in orderly fashion.</p> <p>In urban areas (a) start at one corner of a block and proceed around it in a clockwise direction before starting another.</p> <p>(b) <u>do not</u> run back and forth across the street.</p> <p>Stress the importance of watching for out-of-the-way places.</p> <p>★ Ask trainees to name typical ones which might be found in urban areas.</p> <p>★ List the suggestions on BB. If all listed below are not mentioned, add remainder yourself.</p>

Points to cover	Procedure
(b) In rural areas	<p>(a) Alleys, courts, passageways</p> <p>(b) Back yards</p> <p>(c) Houses behind houses</p> <p>(d) New streets not shown on map</p> <p>(e) Basements, side and rear entrances in both residential and non-residential structures</p> <p>(f) Office buildings, factories, ) These may house garages, warehouses, stores ) such persons as</p> <p>(g) Churches, stations, municipal ) janitors, night- buildings ) watchmen, staff</p> <p>(h) Apartment buildings, hotels ) members and the</p> <p>(i) Institutions, schools, missions ) like.</p> <p>(j) Houseboats, river boats, railroad cars, tents, trailers.</p> <p>Enumerators in urban areas, particularly, should watch for such settlements as shack towns, jungles, etc.</p> <p>In rural areas, enumerators should -</p> <p>(a) start at one corner of the district and cover every road, lane or path.</p> <p>(b) watch for branch roads leading off main roads.</p> <p>* Ask trainees to name clues to finding out-of-the-way places in rural areas.</p> <p>* List suggestions on BB. They might be -</p> <p>(a) Breaks in trees</p> <p>(b) Chimney smoke</p> <p>(c) Mail boxes</p> <p>(d) Lead-in wires for telephone lines.</p> <p>Certain dwellings might be overlooked in rural areas. These might be -</p> <p>(a) House in valleys or hidden by thick woods</p> <p>(b) Houses on hilltops</p> <p>(c) Living quarters in lighthouse, radio station, etc.</p> <p>(d) Other dwellings on farms, such as those used by hired help, tenant farmers, migratory workers, etc.</p> <p>To avoid missing such places, instruct enumerators to ask, at the end of each visit, if there are other houses nearby and how they may be reached.</p>



### III. BASIC DEFINITIONS AND WHOM TO ENUMERATE

Points to cover	Procedure
1. Introduction	<p>Point out that, in general, all persons living in an enumeration area as of midnight between May 31st and June 1st must be enumerated.</p> <p>There are, however, certain definitions and rules which modify this statement.</p>
<p>2. Definitions</p> <p>(i) Dwelling</p>	<p>Enumerators must know before proceeding further that -</p> <ul style="list-style-type: none"> <li>(i) the dwelling, which a group of persons occupies, forms the basic unit of enumeration for these persons.</li> <li>(ii) the definition of a dwelling is as follows:-</li> </ul> <p>* Have trainees turn to Page 12, Section 1 of the Enumeration Manual. Read aloud the definition of a dwelling.</p> <div style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p><b>1. Dwelling</b></p> <p>The terms "dwelling" and "dwelling unit" are interchangeable. That is, they have the same meaning. A dwelling is a structurally separate set of living premises, with private entrance from outside the building, or from a common hallway or stairway inside. The entrance must not be through any one else's living quarters.</p> </div> <p>Emphasize the necessity for <u>structural separateness</u> by citing examples of dwellings in your area, e.g., -</p> <ul style="list-style-type: none"> <li>(i) the typical single house</li> <li>(ii) the self-contained apartment</li> <li>(iii) the separate sections of a double house or row.</li> </ul> <p><u>Note</u> - <u>Two or three rooms</u>, for example, on the third floor of a house, may appear to be more or less self-contained, but <u>do not necessarily constitute a dwelling, unless they have been made actually structurally separate.</u></p> <p>Cite, again, local examples.</p>

Points to cover	Procedure
(ii) Household	<p>Point out that (i) all persons living in one dwelling unit constitute a household.</p> <p>(ii) the number of households, therefore, in an area will be exactly the same as the number of occupied dwellings.</p> <p>(iii) the members of a household may or may not be related to each other by ties of kinship.</p> <p>* Have a trainee read the definition of household on Page 12, Section 3 of the Enumeration Manual.</p> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p><b>4. Household</b> A person or group of persons occupying one dwelling is defined as a "household". Every person must be a member of some household.</p> </div>
3. Whom to enumerate	<p>Emphasize that (i) every person found in a dwelling at the time of the enumerator's call will not necessarily be part of that household.</p> <p>(ii) certain persons who should be included in the household may be absent at the time of the enumerator's call.</p>
(a) In the household	<p>Set forth the following rules:-</p> <p>(a) <u>In general</u> a person should be included in the household <u>where he sleeps</u>, not where he eats or works.</p> <p>This includes (i) those persons, who will be met with most often, who are presently living at home (including infants born before midnight, May 31).</p> <p>(ii) also, persons who are temporarily absent from home on a visit, travelling on business, attending school or university.</p> <p>(iii) persons who are temporarily confined in a general hospital.</p> <p>(iv) lodgers who sleep regularly in the dwelling (except student lodgers with a usual residence elsewhere).</p>

Points to cover	Procedure
	<p>(v) servants and other employees who sleep regularly in the dwelling.</p> <p>(vi) persons temporarily residing in the dwelling who have no other usual residence.</p> <p>(vii) persons, since deceased, who were alive as of midnight May 31.</p> <p>Where possible, local examples might be used to illustrate the above.</p> <p>(b) <u>Certain persons will be enumerated, but not included in the household.</u> These include guests or lodgers who have a usual place of residence elsewhere, but who do not think they will be enumerated there.</p> <p>(c) <u>Certain persons will not be enumerated.</u> These include (i) guests or other temporary residents who either have been enumerated or expect to be enumerated in their usual place of residence.</p> <p>(ii) persons who are not to be included in the Canadian Census, i.e.,</p> <ul style="list-style-type: none"> <li>- persons attached to foreign embassies or legations who are citizens of a foreign country.</li> <li>- citizens of another country who are temporarily visiting Canada.</li> <li>- members of the armed forces of another country stationed in Canada.</li> <li>- infants born after midnight of May 31.</li> </ul>
<p>4. Documents used in enumeration</p> <p>(i) Form 2</p>	<p>Explain that (a) each individual in Canada will be enumerated on a separate card or "document".</p> <p>(b) there are two types of documents on which to enumerate people.</p> <p>(i) a white document called the Population document or Form 2.</p> <p>* Display a Form 2.</p>

Points to cover	Procedure
(ii) Form 2A	<p>(ii) a document which is the same in general appearance, except for a blue stripe across the top, known as the "Temporary Resident" document or Form 2A.</p> <p>* Display a Form 2A.</p> <p>(c) enumerators must know not only <u>whom</u> to enumerate, but <u>which document</u> to use.</p> <p><u>Form 2</u> is the basic document and will be used to enumerate every person whose usual residence is in the dwelling, including members of the household temporarily absent, <u>and infants</u>.</p> <p><u>Form 2A</u> is to be used for every person in the dwelling or summer cottage, etc., <u>who</u> has a usual residence elsewhere, and who would not be enumerated at the usual place of residence.</p> <p>* Have trainees turn to <b>Page 23</b>, Section 16, of the Enumeration Manual. Explain the chart briefly and point out the need for further study at home of this whole section. Note, also, the typical examples listed in Section 17.</p>
5. "Usual" residence	<p>Before proceeding further, trainees should have an understanding of what is meant by "Usual" residence.</p> <p><u>Definition</u> - A person's usual residence is the place where he regularly sleeps.</p>

Points to cover	Procedure
6. Practice Exercise	<p>Exceptions - (i) Student lodgers. (ii) Heads of families or households who are unable, because of their work, to live at home with their families except on week-ends and holidays.</p> <p>* Have trainees note Section 17, Example 2, Page 23 in the Enumeration Manual.</p> <p><u>Note</u> - A family's usual residence may be even a house they are sub-letting for a few months or less, provided that they have no other place of residence.</p> <p>* If time permits, have trainees do Practice Exercise A. Allow not more than 10 minutes to complete the exercise and 10 minutes to check and discuss it.</p>
	<p>or</p> <p>* If you have no time, have trainees complete the exercise at home and check it at the beginning of the next day's session.</p>

Practice Exercise A

Directions - Following are typical cases which you as an enumerator may meet. Decide whether or not you would enumerate these persons and on which document. Express your decision by ticking (✓) the appropriate column.

	Enumerate		Do not enumerate
	on Form 2	on Form 2A	
1. You call on a man with a wife and three children who has lived and worked in your enumeration area for the past 10 years.	✓		
2. Mr. and Mrs. Stanley are guests in a home at which you call. They have just been visiting for the day and expect to return to their home in a neighbouring city that evening.			✓
3. Mrs. Morton tells you her husband is in the Air Force. He is stationed some distance away and comes home only on frequent week-ends. How will you enumerate (a) Mrs. Morton (b) Mr. Morton?	(a) ✓ (b)		✓
4. The respondent tells you that her son is a travelling salesman who is on the road most of the time. He does not stay at any one place but returns here to his home between trips.	✓		
5. Mrs. White is a widow with one son. At the time of your visit she is alone as her son is away all week attending High School in the neighbouring city. How will you enumerate (a) Mrs. White (b) her son?	(a) ✓ (b) ✓		
6. Within your enumeration area is a large Tourist Home. Here you find two maids (a) Ada, who sleeps there and (b) Beth, who gets her meals there, but goes home at night.	(a) ✓ (b)		✓
7. A family from another province is vacationing in a trailer in the yard of this Tourist Home. They are staying only over night, but do not intend to return home until September.		✓	

	Enumerate		Do not enumerate..
	on Form 2	on Form 2A	
8. You visit a home where the wife is temporarily in the hospital. She is expected home shortly with her infant daughter born June 6, 1951. How will you enumerate (a) the wife, (b) the infant daughter?	(a) ✓ (b)		✓
9. Mr. and Mrs. Taylor are American citizens. They are staying with Mrs. Taylor's sister for three weeks, after which they plan to return to their home in the United States.			✓
10. Mrs. Brown is staying with her son and his family at the time of your call. She plans to stay here for 3 months and then go on to her daughter's. She has no home of her own.	✓		
11. Mrs. Barclay tells you her daughter is a nurse-in-training in residence at the local hospital. She is at home at the time of your call, but is returning to the hospital that evening.			✓
12. About ten days after starting your enumeration you visit a dwelling where a father-in-law died a week before.	✓		
13. Mrs. Hanson tells you her husband works in the city 60 miles away. He has a room there which he uses all week, but he returns home on week-ends. How will you enumerate (a) Mrs. Hanson, (b) Mr. Hanson?	(a) ✓ (b) ✓		
14. Miss Bailey is on a business trip to your city. She is not sure how long her work will keep her there and doubts if she will be enumerated at her usual place of residence.		✓	
15. Mrs. Cross tells you her daughter, Mary, teaches in the city all week. Mary shares an apartment with a friend, but returns home almost every week-end and holidays. Mrs. Cross has her mother-in-law visiting her for a month. Her home is in a neighbouring town, but she doubts if she will be enumerated there. How will you enumerate (a) Mrs. Cross, (b) Mary, (c) the mother-in-law?	(a) ✓ (b) (c)	✓	✓

IV. VISITATION RECORD  
(Form 1)

Points to cover	Procedure
<p>1. Introduction</p> <p>2. Pre-enumeration duties</p> <p>(a) Entries on cover</p>	<p>* The enlarged copies of the Population Document should be hung where all can see and where you may mark them with ease.</p> <p>* Have on hand your Enumeration Manual, Specimen Booklet and a copy of the Visitation Record.</p> <p>Begin the session by stating that -</p> <p>(a) you intend to discuss, now, the actual enumeration forms in the order of their use.</p> <p>(b) if a point is not clear, <u>trainees should not hesitate to ask questions.</u></p> <p>(c) the <u>Visitation Record</u> (Form 1) is the <u>first form used</u> in any household.</p> <p>* Display your copy of the Visitation Record and have trainees find theirs in their Portfolios.</p> <p>Draw attention to the <u>bilingual</u> form of the Visitation Record.</p> <p>Explain that it has been arranged in this manner for purposes of convenience.</p> <p>Stress that, although English headings appear on the left hand pages and French headings on the right, <u>all entries</u>, whether made by French or English enumerators, <u>must be in consecutive order</u>, starting at dwelling 001 and following through to the end. <u>At no time is a page or even a line to be skipped.</u></p> <p>Point out that the following items on this form <u>must be entered prior</u> to actual enumeration:-</p> <p>(a) On the cover -</p> <p>(i) Province</p> <p>(ii) District and sub-district numbers</p> <p>(iii) Municipality (i.e., city, town, village or rural municipality)</p> <p>(iv) Enumerator's name</p> <p>(v) Enumerator's Post Office address</p>



Points to cover	Procedure
<p>(b) On each page</p>	<p>(b) On the heading of each page -</p> <ul style="list-style-type: none"> <li>(i) District No.</li> <li>(ii) Sub-district No.</li> <li>(iii) Enumerator's Name</li> </ul> <p>* Display the sample page of the Visitation Record in your Specimen Booklet.</p> <p>Explain that this Booklet contains specimens to guide enumerators in completing certain forms and blank copies of these forms which will be used for practice purposes during the training sessions.</p> <p>* Have trainees find the Specimen Booklet in their Portfolios and examine the heading on the sample page of the Visitation Record.</p> <p><u>Stress the importance of having the entries completed correctly</u> on both the page heading and cover.</p>
<p>3. Use a ball point pen</p>	<p>Explain that entries on the Visitation Record are to be made with a ball point pen.</p> <p>* Distribute one pen to each trainee.</p> <p>* Have each trainee use his pen to make the proper entry on the Visitation Record cover. As they do this, you will check to <u>make sure that the correct District and Sub-district numbers have been entered.</u></p> <p>Warn trainees that care must be taken <u>not to lose their pens</u>, as one only has been provided for each.</p>

Points to cover	Procedure
<p>4. Determine what constitutes the <u>dwelling</u> (or household) at the beginning of the interview</p>	<p>* Have trainees turn to the <u>General Instructions</u> on the inside cover of the Visitation Record.</p> <p>Stress the importance of becoming thoroughly familiar with these instructions, as well as those at the back of the Record.</p> <p>* Read the first two sentences of the <u>General Instructions</u> as follows -</p> <div data-bbox="412 460 907 543" style="border: 1px solid black; padding: 10px; margin: 10px 0;"><p>List every dwelling in the order of your route. Use one line for each dwelling.</p></div> <p>Emphasize that in any interview the enumerator must <u>first determine</u> the dwelling (or household). He must satisfy himself that the living quarters which are about to be enumerated meet the requirements of the definition for a dwelling.</p> <p>Suggest that this may best be done by questions such as:-</p> <p>How many persons live here? What is their relation to each other? Are there other families living here? What are their living arrangements (i.e., do they have a separate entrance, separate cooking facilities, etc.?)</p>
<p>5. List dwellings in the top section of Visitation Record</p> <p><u>unless</u> an occupied, summer cottage, cabin, trailer, etc.</p>	<p>Explain that -</p> <p>(a) most dwellings will be listed in the top (numbered) section of the Visitation Record.</p> <p>* Have trainees note the top section of the sample page in the Specimen Booklet.</p> <p>(b) Special rules, however, apply to seasonal-type dwellings, such as summer cottages, cabins, trailers, etc.</p>

Points to cover	Procedure
	<p>These are -</p> <ul style="list-style-type: none"> <li>(i) If unoccupied - do not enumerate.</li> <li>(ii) If occupied by a household which has no other usual residence. - list the dwelling in the top (numbered) section.</li> <li>(iii) If occupied by a household which has a usual residence elsewhere. - list the dwelling in the special section at the bottom of the page.</li> </ul> <p>* Have trainees note special section at bottom of sample page in Specimen Booklet.</p> <p>Read the entry in the left-hand margin.</p> <div style="border: 1px solid black; padding: 5px; margin: 10px auto; width: fit-content;"> <p>Households temporarily living in summer cottages, camps, etc., with a usual residence elsewhere.</p> </div> <p><u>Note</u> - This is the only instance where the lower section will be used.</p> <p>Cite examples, e.g.,-</p> <p>Suppose a summer colony is within your enumeration area. When you visit it you find:-</p> <ul style="list-style-type: none"> <li>(i) six cottages which have not yet been opened for the season,</li> <li>(ii) one which has been winterized and in which the family has lived all winter, and</li> <li>(iii) two others into which families have just moved for the summer months only.</li> </ul> <p>By questioning find out from the group, how each of these types would be listed on the Visitation Record. The answers should be -</p> <ul style="list-style-type: none"> <li>(i) Do not list the six unopened cottages.</li> <li>(ii) List the winterized cottage in the upper section since this household has no other usual residence.</li> <li>(iii) List the two summer-resident households in the lower section, since they are occupying the cottages for the summer only.</li> </ul>

Points to cover	Procedure
<p>6. Enter the <u>head</u> of household only</p>	<p>Explain that -</p> <ul style="list-style-type: none"> <li>(a) for Census purposes, there must be a head to each household.</li> <li>(b) the person to be listed as "head" will usually be determined from the replies to the first questions concerning the household. Thus, if the enumerator finds a household with - <ul style="list-style-type: none"> <li>(i) <u>husband and wife</u> living together, he will report the <u>husband</u> as head.</li> <li>(ii) a <u>parent and unmarried child</u> (or children) - the <u>parent</u> will be reported as head.</li> <li>(iii) <u>brothers and sisters</u> - usually the <u>eldest</u> will be reported as head.</li> <li>(iv) <u>unrelated persons</u> on equal footing - <u>one</u> should be selected arbitrarily.</li> </ul> </li> </ul> <p><u>Note that</u>, (i) in the case of <u>hotels</u>, the <u>manager</u>, if <u>resident</u>, will be head; otherwise a <u>resident staff member or lodger</u> will be selected.</p> <ul style="list-style-type: none"> <li>(ii) in general, the <u>senior resident official</u> of an <u>institution</u> will be listed as head, unless he occupies his own self-contained quarters. In that event, a <u>resident staff member or</u>, should there be none in the household, an <u>inmate</u> will be selected arbitrarily as head.</li> </ul> <ul style="list-style-type: none"> <li>(c) the <u>name</u> of the head of the household is to be <u>printed</u> in Column III of the Visitation Record, - <u>surname first</u>, followed by the given name and initials.</li> <li>(d) <u>one line</u>, and one line <u>only</u> is to be used. Under no circumstance is a line to be missed.</li> </ul>
<p>7. The dwelling number</p>	<ul style="list-style-type: none"> <li>* Have trainees examine the sample page in the Specimen Booklet.</li> </ul> <p>Draw attention to the fact that the name of each household head falls directly in line with a printed dwelling number in Column II.</p> <p>Explain that <u>each dwelling</u> enumerated <u>must have a number</u> and that this number is determined by the order in which the dwelling is listed on the Visitation Record, - hence the <u>importance of listing every dwelling in order.</u></p>

Points to cover	Procedure
8. The address	<p>Mention briefly that the <u>circled numbers</u> in Column II show which dwellings are to be taken in the <u>Housing Census</u>. This will be explained fully later.</p> <p>Point out that the <u>correct address</u> must be entered in Column IV for every dwelling. This <u>must be the actual location of the dwelling</u>, rather than the Post Office address. Thus</p> <ul style="list-style-type: none"> <li>(a) in urban areas, enter the street and number (and apartment number if the dwelling is situated in an apartment building).</li> <li>(b) in rural areas, enter the municipality, township, parish, concession, etc. (In rural parts of the Prairie Provinces enter section, township, range and meridian. In these areas it will be necessary to point out how Column IV is divided for this purpose.)</li> </ul>
9. Persons in household	<p>Caution against careless entries in Columns V and VI.</p>
(i) In usual residence	<p>In Column V - enter the total number of persons whose <u>usual residence</u> is in this dwelling. These are the persons who really belong in this household and for whom the enumerator will complete a Form 2.</p>
(ii) Temporarily residing here	<p>In Column VI- enter the number of <u>temporary residents</u>, i.e., persons who have a usual residence elsewhere but do not expect to be enumerated there. These may be guests or lodgers temporarily residing in a household or they may be an entire household temporarily occupying a dwelling.</p>
	<p>Remind the group that such a household living in a summer cottage, etc., will be enumerated in the lower section of the page and will have an entry <u>only</u> in Column VI.</p>
	<p>Note, also, that all persons counted in Column VI should be enumerated on a "temporary resident document" (Form 2A).</p>

Points to cover	Procedure
<p>10. When should the Remarks Column be used?</p> <p>(a) Household out for the time being</p> <p>(b) No one to give information or complete information not obtainable</p> <p>(c) Form 5 left</p>	<p>Explain to the trainees that Column VII is provided for entering remarks which are necessary as reminders to themselves, thus,</p> <p>(a) if the household is out for the time <u>being</u>, the <u>enumerator</u> should fill in Columns III, IV and either V or VI if the information can be obtained from neighbours, etc. Then, he should enter a reminder note in Column VII to call back when the household is at home.</p> <p>* Point out typical entry, dwelling 008, on sample page of Visitation Record.</p> <p>(b) If everyone is <u>too busy</u>, or <u>no responsible person is present</u> to give the information, the enumerator should make an appointment to call back at a specific time, and enter this time in Column VII. This applies also to cases where it is impossible to obtain complete information concerning a person from other household members.</p> <p>* See dwelling 010, sample page of Visitation Record.</p> <p>(c) In certain cases, where it is <u>impossible to arrange a personal interview</u>, a Form 5 should be left. Explain that this is an Individual Population Form prepared specially for this purpose. It will be discussed in detail later.</p> <p>* Display a copy of Form 5, <u>but do not waste time</u> at this point <u>discussing it</u>.</p> <p>When such a form (or forms) is left, a note should be made in Column VII, including the date it will be picked up.</p> <p>* See dwelling 003, sample page of Visitation Record.</p>

Points to cover	Procedure
(d) Closed dwelling	<p>(d) If it is found out from neighbours, etc., that the <u>household is living elsewhere temporarily</u> (e.g., away for the summer), fill in Columns III, IV and V and enter "Closed" in Column VII.</p> <p>* See dwelling 014, sample page of Visitation Record.</p>
(e) Institution	<p>(e) If an <u>institution</u> is enumerated, the name should be entered in Column VII.</p> <p>* See dwelling 012, sample page of Visitation Record.</p>
(f) Diplomatic residence	<p>(f) In a few areas diplomatic residences may be found. Although ambassadors, envoys, soldiers and other citizens of another country living in Canada in an official capacity are not counted in the Canadian Census, nevertheless their homes must be visited. The <u>dwelling must be recorded</u> on the Visitation Record and any persons (e.g., the Canadian maid or gardener) <u>who should be included</u> in the Canadian Census, <u>counted</u>. Make entry in the Visitation Record in the usual way, and enter "Diplomatic residence" in Column VII. Leave Columns III and V blank, if there are no persons enumerated at the dwelling.</p>
11. Vacant dwelling	<p>Explain that if no one lives in the dwelling and the enumerator is sure that the household is not just out for the time being, or away temporarily, the word "Vacant" should be entered in Column III and the address in Column IV.</p> <p>* See dwelling 005, sample page of Visitation Record.</p> <p><u>Stress</u> that the enumerator must <u>take great care to distinguish</u> between <u>Vacant</u> and <u>Closed</u> dwellings.</p>

Points to cover	Procedure
12. Dwelling "Under construction"	<p>Explain that if a dwelling is under construction and <u>not yet occupied</u>, the entry in Column III should be "Under construction", followed by the address in Column IV.</p> <p><b>Note</b> - if <u>occupied</u>, the dwelling should be treated as a completed dwelling.</p> <p>* See dwelling 009, sample page of Visitation Record.</p>
13. Unincorporated villages, hamlets, etc.	<p>Point out that Column I will require an entry only in certain rural enumeration areas within which are unincorporated villages or hamlets. Data concerning these small centres are often required apart from the rural portion proper within which they are located. It is important therefore that they be kept separate.</p> <p>* Show how this is done on the sample page of the Visitation Record.</p> <p>Mention that a list of places to be kept separate is included on the description accompanying the map of each area. If it is found that other hamlets have sprung up since the descriptions were written, they should be added to the descriptions as well as entered on the Visitation Record.</p>
14. What to do if more than one Visitation Record is needed	<p>Draw attention to the fact, that provision has been made for <u>300 dwellings</u> in the top sections of the pages. This will be sufficient for most enumerators. Should another Record be needed, instruct them -</p> <ul style="list-style-type: none"> <li>(i) to obtain one from you</li> <li>(ii) to change the dwelling numbers in the second book to read "301", "302", etc.</li> </ul> <p>* Illustrate how this should be done on the BB.</p>








Points to cover	Procedure
15. What to do in the case of large summer colonies, etc.	<p>Certain enumerators will find themselves in areas where there are a large number of households in summer cottages, camps, etc. Instruct them as follows:-</p> <ol style="list-style-type: none"> <li>(1) to first fill up the spaces in the lower sections of the Visitation Record.</li> <li>(2) when the lower sections are filled, <del>cross off</del> the dwelling numbers in the top section of the final page, or pages, and use these spaces, working from the back page toward the front of the book.</li> </ol>
16. Enter date at end of each day's work	<p>Instruct enumerators to <u>write the date in the right-hand margin</u> below the last dwelling enumerated on that day.</p> <p>Remind them <u>to be sure to enter a date for each day</u> on which they enumerate.</p> <p>* Show how this is done on the sample page of the Visitation Record.</p>
17. Check off completed call-backs	<p>Explain that when a call-back has been made and the enumeration completed, or when a Form 5 has been picked up a tick mark (✓) should be made opposite the reminder note in Column VII.</p> <p>* See example on the sample page of the Visitation Record.</p>
18. Notes re enumeration	<p>* Have trainees turn to the "Additional Space for Remarks" at the back of the Visitation Record.</p> <p>Explain that (i) this space has been provided for explanatory notes regarding the enumeration of a dwelling in cases where there is insufficient space in the "Remarks" column.</p> <p>(ii) where such entries are necessary a <del>cross</del>-reference should be made in the "Remarks" column, e.g., "See note at back".</p> <p>Encourage trainees to use this space freely to clarify unusual entries.</p> <p>Emphasize, also, the necessity for entering the correct dwelling number opposite any note which may be made.</p>

# V. POPULATION DOCUMENTS

(Population Questions 1-19)

Points to cover	Procedure
1. Purpose of Population documents	<p>★ Besides the enlarged documents, you should have at hand extra copies of Form 2 and 2A, as well as a binder and jacket of documents, and your Specimen Booklet.</p> <p>By way of introduction, point out once more that -</p> <p>(a) the whole Census hinges on the Population documents, particularly Form 2.</p> <p>★ Display Forms 2 and 2A. Circulate extra copies in order that trainees may see the actual forms.</p> <p>(b) every person enumerated must be accounted for on one or other of these forms.</p> <p>(c) from these documents will be obtained</p> <p>(i) the population count for the whole of Canada.</p> <p>(ii) detailed information concerning that population.</p>
2. Arrangement of Population documents	<p>Describe briefly the arrangement of the documents:-</p> <p>(a) The Population documents (Form 2) will be serially numbered and arranged in <u>numbered jackets</u> containing 100 each.</p> <p>★ Display a sample jacket.</p> <p>(b) Each enumerator should receive enough jackets to cover his area. If he discovers he is going to have too few, he should notify you immediately.</p> <p>(c) The documents are arranged in the jacket so that they may be placed in a <u>ring binder</u> before the jacket is removed.</p> <p>(d) The empty jacket must be kept carefully and the completed documents replaced therein.</p> <p>★ Display ring binder and demonstrate method of inserting and removing documents.</p> <p>(e) The ring binder has a pocket on the inside of each cover. The <u>Visitation Record</u> (Form 1) will be carried <u>in the front pocket</u>. A supply of <u>Temporary Resident documents</u> (Form 2A) should be carried at all times <u>in the back pocket</u>.</p>

Points to cover	Procedure
3. Order of use	<p>★ Demonstrate manner in which these forms fit in pockets. In so doing, emphasize the necessity of inserting the Visitation Record as far as possible into the pocket, to avoid interference with the rings.</p> <p>★ Have trainees mark Sections 38 and 39, Pages 32 and 33 of the Enumeration Manual for study at home.</p> <p>The Population documents should be used in order as the enumerator comes to them. In other words, should a household (or individual) be out at the time of the first visit, no blank documents will be left to be filled in at a later date. In such an event, the procedure will be as follows:-</p> <ul style="list-style-type: none"> <li>(i) List the household in its proper order on the Visitation Record.</li> <li>(ii) Mark the time for a call-back in the Remarks column.</li> <li>(iii) Proceed with the next household using the documents immediately following those of the household last enumerated. (i.e., if household 009 is out, list household 009 on the Visitation Record, but enumerate household 010 on the documents immediately following household 008).</li> <li>(iv) When the call-back is made for household 009 (say after enumerating household 023), the enumeration will be made on the documents immediately following household 023, but care must be taken that the <u>proper household number</u> (i.e., 009) is entered on each document.</li> <li>(v) At the <u>end of each day</u> enumerators will check over the completed documents and at that time will <u>arrange</u> them <u>in household order</u>.</li> </ul>
4. Care of documents	<p>Emphasize that, since the documents must later be processed through office machines, the <u>greatest care must be exercised in handling them</u>.</p> <ul style="list-style-type: none"> <li>(a) They must not be folded, bent, or in any way disfigured.</li> <li>(b) Special care must be taken that the ring-holes do not become scuffed or worn.</li> <li>(c) If a document is damaged or spoiled in any way, write "Cancelled" across the face of it and proceed with the next one.</li> </ul>
5. Marking the documents	<p>★ Show the group a "mark sense" pen.</p>

Points to cover	Procedure
(a) "Mark sense" pen	<p>Explain that (i) this is the first time in the history of Census-taking that such a pen has been used.</p> <p>(ii) it is to be <u>used for all entries on the documents.</u></p> <p>(iii) care must be taken that it is not lost or broken.</p> <p>(iv) it is expected that there will be sufficient ink in the pen to complete the job of enumeration. If not, the Field Supervisor will have a <u>limited supply of extra "cartridges" or "barrels" to replace the original should it run dry.</u></p> <p>★ Display cartridge and state that the method of using pen and replacing cartridge will be explained later.</p>
(b) "Mark sense" entry	<p>Point out that since the marks made by the pen on the document are picked up and tabulated by an intricate office machine, <u>great care must be taken in making entries.</u></p> <p>★ Have trainees examine the first Specimen document in the Specimen Booklet, observing the ovals and the care with which entries have been made.</p> <p>★ Demonstrate on an enlarged Form 2 the proper method of making an entry, thus </p> <p>★ Similarly, show that the entries must <u>not</u> be,</p> <p style="margin-left: 40px;">too short </p> <p style="margin-left: 40px;">too long </p> <p style="margin-left: 40px;">too light </p> <p style="margin-left: 40px;">off centre </p> <p>★ Have trainees practice making a few entries in pencil on the first blank Form 2 (Page 25) in the Specimen Booklet.</p> <p>Explain that a blotter must <u>never be used with these documents.</u> A special "document separator" has been supplied with each binder. <u>It is not to be used as a blotter.</u></p> <p>★ Show document separator in binder and demonstrate how it is to be used.</p>

Points to cover	Procedure
<p>(c) Certain columns are not marked</p> <p>(d) Write-in entries</p>	<p>Trainees should know that every column must be marked for every individual, with a few exceptions.</p> <ul style="list-style-type: none"> <li>★ Indicate the following exceptions on the enlarged Form 2.               <ul style="list-style-type: none"> <li>(i) <u>Column 15</u> (Period of Immigration) will be <u>marked only</u> for <u>persons born outside Canada.</u></li> <li>(ii) <u>Columns 18-29</u> relate only to <u>persons 14 years of age and over.</u></li> <li>(iii) <u>Slanted ovals</u> (i.e., sections enclosed by a broken line) must <u>never have an entry.</u> They are for office use only.</li> </ul> </li> <li>★ Again using the enlarged Form 2, indicate that a "write-in" will be necessary in certain cases where an oval has not been provided.</li> <li>★ Illustrate, using "Chinese" origin (Column 17) as an example.</li> </ul> <p>Stress the importance of <u>clear, legible, entries</u> which <u>do not run over</u> the allotted space.</p>
<p>6. Order and wording of questions</p> <p>(a) Order</p> <p>(b) Wording</p> <p>(c) Ask all questions</p> <p>7. Filling in the document</p> <p>(a) Order of enumeration</p>	<p>The order in which the <u>questions</u> are to be asked <u>must follow the order of the document.</u> This order has been carefully planned and must be adhered to.</p> <p>Enumerators will find the correct wording for most questions on the document. This is the wording which they must use.</p> <p>Enumerators must ask all applicable questions. They are not to assume they know the answers to any question, even when enumerating someone they know.</p> <p>Outline the order of enumeration as follows:-</p> <ul style="list-style-type: none"> <li>(i) Head of household</li> <li>(ii) Wife of head</li> <li>(iii) Unmarried children - in order of age from eldest to youngest</li> <li>(iv) Married children and their families</li> <li>(v) Additional relatives</li> <li>(vi) Lodgers and their families</li> <li>(vii) Servants or other employees and members of their families</li> <li>(viii) Other members of the household.</li> </ul> <p>★ By questioning, review the method of determining the head of household.</p>

Points to cover	Procedure										
	<p>★ Refer to Section 5, Page 13 in Enumeration Manual.</p> <div data-bbox="378 226 944 522" style="border: 1px solid black; padding: 10px;"> <p>5. Household head: The head of the household is determined as follows:</p> <table> <thead> <tr> <th style="text-align: center;"><u>Household</u></th><th style="text-align: center;"><u>Head</u></th></tr> </thead> <tbody> <tr> <td>(a) Husband and wife</td><td>Husband</td></tr> <tr> <td>(b) Parent and unmarried child (children)</td><td>Parent</td></tr> <tr> <td>(c) A number of unrelated persons</td><td>Select any one (See Sec. 45, Question 3, Page 39.)</td></tr> <tr> <td>(d) Other cases</td><td></td></tr> </tbody> </table> </div> <p>Emphasize that a document for the head of the household <u>should be completed first</u>, regardless of the fact that the information is supplied by another member of the household.</p> <p>(b) Which document to use</p> <p>★ By questioning, establish again the distinction between the Population documents, Form 2 and 2A.</p> <p>★ Ask: What are the two documents used to enumerate individual persons?</p> <p>Ans. Form 2 and Form 2A.</p> <p>★ Ask: When will you use Form 2?</p> <p>Ans. For every person whose usual residence is in that dwelling, including members of the household temporarily absent <u>and infants</u>.</p> <p>★ Ask: When will you use Form 2A?</p> <p>Ans. For every person enumerated in that dwelling or summer cottage, etc., who has a usual residence elsewhere and who would not be enumerated at the place of usual residence (i.e., all persons enumerated in Column VI of the Visitation Record).</p> <p>★ Draw attention to the fact that a distinguishing note appears on the left side of Form 2 and Form 2A. Enumerators should refer to these notes constantly, until thoroughly certain as to which document to use.</p>	<u>Household</u>	<u>Head</u>	(a) Husband and wife	Husband	(b) Parent and unmarried child (children)	Parent	(c) A number of unrelated persons	Select any one (See Sec. 45, Question 3, Page 39.)	(d) Other cases	
<u>Household</u>	<u>Head</u>										
(a) Husband and wife	Husband										
(b) Parent and unmarried child (children)	Parent										
(c) A number of unrelated persons	Select any one (See Sec. 45, Question 3, Page 39.)										
(d) Other cases											



Points to cover	Procedure
	<p>Point out that - (i) the <u>Name is entered in exactly the same manner</u> on both documents.</p> <p>(ii) <u>Form 2A, however, requires an additional entry of the District and Sub-district numbers for Question 1a in the upper right-hand corner of the document.</u></p> <p>Emphasize that this entry <u>must</u> be made correctly on every Form 2A.</p> <p>★ Refer to Question 1a on the Specimen Form 2A.</p>
<p>2. ADDRESS</p> <p>(a) Urban areas</p>	<p>In <u>urban areas</u> the address will include:-</p> <ul style="list-style-type: none"> <li>(i) street and number</li> <li>(ii) apartment number (where applicable)</li> <li>(iii) name of urban centre. In this connection it should be pointed out that confusion may arise in certain areas as to the exact locality, due to the fact that an urban centre may have the same name as the surrounding rural Municipality (e.g., Winchester Village and Winchester Township). It is suggested that, for such cases, the enumerator specify the type of area which he is enumerating, as "village", "town", "township", etc.</li> </ul> <p>★ Have trainees examine the Specimen documents for Mrs. Martin, noting that "Greenwood tp." has made the entry explicit.</p> <p>★ Make the entry for Mrs. Martin on the enlarged copy and, where appropriate, cite other local examples.</p>
<p>(b) Rural areas</p>	<p>In <u>rural areas</u>, record the township, parish, or municipality, and the concession if possible, thus,</p> <p>★ BB "Concession 10 Kincardine Tp."</p> <p><u>Note</u> - What is wanted here is the <u>actual location of the dwelling</u>, not the Post Office address.</p> <p>Example:</p> <p>A household, living on Concession 10, Kincardine tp., might have as its Post Office address "R.R.A. Glamis". In order that this household be counted in its proper area, "Concession 10, Kincardine tp." must be entered on Form 2, <u>not</u> "R.R.A. Glamis."</p>



Points to cover	Procedure
	<p>(If you are a Field Supervisor in the <u>Prairie Provinces</u>, you will instruct enumerators in rural areas to record the <u>section, township, range and meridian</u> in the space provided, thus,</p> <p style="text-align: center;">★ BB "Sec. 7 Tp. 22 R. 3 W.1")</p> <p>(c) Institution, hotel or camp</p> <p>Explain that if the persons enumerated are in an <u>institution, hotel or camp</u>, its <u>name</u> must be <u>entered on line 3</u> of this question.</p> <p style="text-align: center;">★ Have trainees look at Question 2 on the Specimen Housing document, Page 17 in the Specimen Booklet.</p> <p>(d) Check with Visitation Record</p> <p>Emphasize that the <u>address in every case must check with that given in the Visitation Record</u> for the head of that household.</p> <p>(e) Form 2A</p> <p>Point out, however, that the <u>address reported for a person enumerated on Form 2A</u> does not agree with the Visitation Record, but <u>refers</u> rather <u>to</u> that person's <u>usual residence</u>.</p> <p style="text-align: center;">★ Have trainees examine Question 2 on the Specimen Form 2A, <b>Page 15</b>, in the Specimen Booklet.</p> <p>Explain that persons enumerated away from home must be counted in the locality where they usually reside. For this reason they are enumerated on the special document, Form 2A, and the address on that document decides where that person will be counted. Great care must, therefore, be taken to see that the address of the <u>usual residence</u> is correct and as explicit as possible.</p>
<p>3. RELATIONSHIP TO HEAD OF HOUSEHOLD</p> <p>(a) Form 2</p>	<p style="text-align: center;">★ Review briefly the rules for determining the head of the household as outlined during the discussion on the Visitation Record.</p> <p>Emphasize that (i) the person listed on the Visitation Record must be returned as head in Question 3.</p> <p style="padding-left: 40px;">(ii) the true relationship to the head, of all other persons in the household, must be recorded as outlined on the document.</p>

Points to cover	Procedure
	<p>★ Read the following from Question 3 on the document.</p> <div data-bbox="384 238 917 344" style="border: 1px solid black; padding: 5px; margin: 10px 0;"><p>(--- son, daughter, ward, son-in-law, grandson, mother, uncle, niece, employee, partner, lodger, lodger's wife, lodger's daughter, inmate, etc.)</p></div> <p>★ Have trainees note the various relationships outlined on the Specimen documents.</p> <p>★ Mark "Head" for Mrs. Martin on the enlarged sample document.</p> <p>Make it clear that -</p> <ul style="list-style-type: none"><li>(i) the wife of a married son living in the household of which his father is head, must be recorded as "<u>daughter-in-law</u>" --- not "<u>wife</u>", while <u>their son</u> would be "<u>grandson</u>" not "<u>son</u>".</li><li>(ii) the families of lodgers or employees should be recorded as "lodger's wife", "employee's daughter", etc.</li></ul> <p>★ Emphasize this point further, if time permits, by asking such questions as the following:-</p> <p>★ Ask: What would be the relationship of a married daughter's husband to the head of the household?</p> <p>Ans. Son-in-law.</p> <p>★ Ask: What would be the relationship of a married son's daughter to the head of the household?</p> <p>Ans. Granddaughter.</p> <p>★ Ask: If a hired man, his wife, and daughter are living in the same dwelling as the employer, how would you report their relationship to the head of the household?</p> <p>Ans. Employee Employee's wife Employee's daughter.</p> <p>★ Ask: If four unrelated persons are sharing a dwelling on an equal basis, how will you report them in Question 3?</p> <p>Ans. Report one as head, and the other three as partners.</p>

Points to cover	Procedure
(b) Form 2A	<p>Explain that -</p> <ul style="list-style-type: none"> <li>(i) as in Question 2, the address for persons enumerated on Form 2A related to the usual residence, so in Question 3, the <u>relationship to head</u> must be that of <u>the person's usual residence</u>.</li> <li>(ii) if the person enumerated on Form 2A is other than the head of the household at his usual residence, the <u>name of the head of the household at that usual residence</u> must be given in <u>Question 3a</u>.</li> </ul> <p>Thus, Francis C. Roland, enumerated on the Specimen Form 2A, lives usually with his father-in-law, in Halifax, N.S., and is reported as "son-in-law"; while the entry in Question 3a is "Gilbert Henry", the name of his father-in-law who is head of the household.</p> <p>* Have trainees examine these entries on the Specimen Form 2A, Page 15, of the Specimen Booklet.</p>
4. HOUSEHOLD NUMBER	<p>The enumerators must keep in mind the following when marking the household number on Form 2:-</p> <ul style="list-style-type: none"> <li>(i) <u>This number must be the same as the one listed for this household on the Visitation Record.</u></li> <li>(ii) <u>Every member</u> of the household must have the <u>same number</u> as the household head.</li> <li>(iii) <u>Each column</u> must have one entry, e.g., the second household enumerated should be marked "0-0-2".</li> </ul> <p>* Mark "0-0-2" on the enlarged sample document and have trainees examine Question 4 on the Specimen documents.</p> <ul style="list-style-type: none"> <li>(iv) There must <u>never be more than one entry</u> in each column.</li> </ul>
(b) Form 2A	<p><u>No entry is to be made by the enumerator for Question 4 on Form 2A.</u> It will be supplied by the office when the temporary resident enumerated thereon is placed with the household at that person's usual residence.</p>
5. SEX	<p>There should be no difficulty with this question. The only time enumerators will need to ask it is when the sex cannot be inferred from either the name or the relation to the head of the household.</p>

Points to cover	Procedure
	<p><u>However, enumerators must be careful to mark this question for every person enumerated.</u></p> <p>★ Mark the entry "female" on the enlarged sample and have trainees examine the other Specimen documents.</p> <p>Note that <u>Forms 2 and 2A</u> will be completed in <u>exactly the same manner</u> for this question.</p>
<p>6. AGE AT LAST BIRTHDAY</p>	<p>What is wanted here is the <u>person's exact age at his last birthday</u> before the Census date.</p> <p>★ Emphasize this point by questions such as the following:-</p> <p>★ Ask: Mrs. Irene Martin stated, when asked, that she was born on March 17, 1892. What age should be entered for her?</p> <p>Ans. 59. Her last birthday before the Census date was March 17, 1951.</p> <p>★ Enter "59" on the enlarged sample.</p> <p>★ Ask: If you called on Edward Smith on June 16 and he stated that he was born on June 5, 1910, what age would you enter in Question 6?</p> <p>Ans. 40. His last birthday before the Census date was June 5, 1950.</p> <p>★ Ask: What age would you have entered if his birthday had been May 31, 1910?</p> <p>Ans. 41. His last birthday before the Census date was May 31, 1951.</p> <p>Note that -</p> <p>(i) <u>both columns</u> must have <u>an entry</u> for every person enumerated. Thus <u>an entry</u> for a 5-year old child will be "0 - 5" <u>not</u> just "5".</p> <p>(ii) there must be only one entry in each column.</p> <p>(iii) if a child is <u>under one</u> year of age, the entry will be "0 - 0".</p> <p>(iv) if a person is <u>100 years</u> of age <u>or over</u>, the entry will be "9 - 9".</p> <p>(v) this question will be completed in <u>exactly the same manner</u> on <u>Forms 2 and 2A</u>.</p>

Points to cover	Procedure
<p>7. MARITAL STATUS</p>	<p>Enumerators must inquire of each person whether he or she was single, married, widowed or divorced as of June 1, 1951.</p> <p>Note that -</p> <ul style="list-style-type: none"> <li>(i) "Married" includes "separated" but not "divorced" persons. A person whose marriage has been annulled, however, should be marked "single". "Married" is to be marked for every person whose husband (or wife) is living, unless he (or she) has obtained a divorce or annulment.</li> <li>(ii) Except in rare cases, only "<u>single</u>" should be marked in <u>Question 7</u> for persons marked <u>under 14 years of age in Question 6</u>. Enumerators should check for this.</li> </ul> <p>★ Have trainees note the entries for Question 7 on the Specimen documents. Mark "Widowed" on the enlarged sample document for Mrs. Martin.</p>
<p>8. DOES THIS PERSON LIVE ON A FARM?</p> <p>(a) Form 2</p>	<p>The following points should be noted -</p> <ul style="list-style-type: none"> <li>(i) <u>An entry</u> in this question is required <u>for every person enumerated</u>.</li> <li>(ii) <u>If</u> (as in densely populated sections of cities) the answer is <u>obvious</u>, the <u>entry may be made without actually questioning the respondent</u>.</li> <li>(iii) In rural areas, small towns, villages, etc., great care must be taken to obtain the correct information.</li> </ul> <p>★ Mark the oval "No" in Question 8 for Mrs. Martin, explaining as you do so that since she lives in a built up suburban area, it is safe to assume that "No" is the correct entry.</p> <p>★ Have trainees examine the Specimen documents for Mrs. Martin's household, noting that all members have the same entry for this question.</p> <p>What is a farm for Census purposes?</p> <p>★ Read the definition as found in Section 45 (8), Page 39, of the Enumeration Manual.</p> <div style="border: 1px solid black; padding: 10px; margin-top: 10px;"> <p>For Census purposes, a farm is a holding carrying on agricultural operations and:</p> <ul style="list-style-type: none"> <li>(i) is three acres or more in size or</li> <li>(ii) is from one to three acres in size with the agricultural production in 1950 <b>amounting to \$250 or more.</b></li> </ul> </div>

Points to cover	Procedure
	<p>Emphasize the fact that this is a basic definition and must be memorized.</p> <p>Point out that agricultural operations include -</p> <ul style="list-style-type: none"> <li>(i) the production of field, orchard and nursery crops grown in the open or under glass.</li> <li>(ii) the production (including pasturing) of live stock and live stock products.</li> <li>(iii) the raising of fur bearing animals.</li> </ul> <p>Cite local examples, such as -</p> <ul style="list-style-type: none"> <li>(i) the florist who has only a couple of acres of land but whose greenhouses produce an income much greater than \$250.</li> <li>(ii) the small farmer who has only an acre or so under cultivation, but whose holding is actually 4 or 5 acres in size.</li> </ul> <p>Another point to be emphasized is that, in general, all persons who live in a dwelling situated on a farm, will be marked "yes" in Question 8, regardless of their occupations. <u>The exception to this rule is in the case of farms operated in connection with an institution. In such cases the rule is:-</u></p> <p style="padding-left: 40px;">All persons living in the institution, except the farm manager and his household will be marked "no" in Question 8.</p> <p><u>(Note for areas in which there are Hutterite colonies -</u> Persons living in Hutterite colonies will be shown as living on farms in Question 8, although for Housing purposes, these colonies will be classed as institutions. Instruction on this point will be given when discussion of the Housing document takes place.)</p> <p>(b) Form 2A</p> <p>As in Questions 2 and 3, <u>Question 8 refers to the person's usual residence.</u></p> <p>Examples:-</p> <ul style="list-style-type: none"> <li>(i) Mrs. Adams is visiting her daughter in the city for a month. Her usual home is on a farm with her son, but she doubts if she will be enumerated there. She should, therefore, be enumerated on a Form 2A and the correct entry for her in Question 8 will be "yes".</li> <li>(ii) Francis C. Roland, on the other hand is staying for a time on the farm of James A. Roy, although his usual residence is in Halifax.</li> </ul> <p>★ Have trainees note that on the Specimen Form 2A, the entry for Francis Roland in Question 8 is "no", while the entries for the other persons in the Roy household are "yes".</p>

Points to cover	Procedure
<p>9. HOW MANY YEARS OF SCHOOLING HAS THIS PERSON HAD?</p>	<p>It should be noted that -</p> <ul style="list-style-type: none"> <li>(i) the wording for this question, as well as Questions 8, 10, 11, 12, and 14 is printed on the document. <u>This is the wording to be used.</u></li> <li>(ii) <u>Question 9 and the remaining questions on the Population document will be completed in exactly the same manner on Form 2A as on Form 2.</u></li> </ul> <p>Years of schooling include -</p> <ul style="list-style-type: none"> <li>(i) all the years of formal schooling (including university, but excluding kindergarten).</li> <li>(ii) the number of years of formal schooling to which the years spent in private study or part-time attendance at classes is equivalent.</li> </ul> <p>★ Have trainees note entries on Specimen documents. Mark the oval "8 yrs." for Mrs. Martin on the enlarged sample.</p> <p>★ Ask: What would the entry for a respondent be if he reported 8 years attendance at an elementary school, 4 years at a secondary and 3 winters at a night school, which have given him <math>1\frac{1}{2}</math> years toward his University degree?</p> <p>Ans. 13-16 years.</p>
<p>10. HAS THIS PERSON ATTENDED SCHOOL ANY TIME SINCE SEPT., 1950?</p>	<p>Instruct enumerators to mark "yes" in Question 10 <u>only</u> if the person has had some <u>regular day-time attendance</u> at some type of formal school or university since Sept., 1950.</p> <p>★ Have trainees note that Mrs. Martin has had no day-time attendance at school, but that her granddaughter has. Mark the enlarged sample document for Mrs. Martin.</p> <p>★ Ask: What would be the entry in Question 10 for a veteran who attended night classes at the University from September till the end of April?</p> <p>Ans. Mark the oval "no".</p> <p>Remind trainees that both <u>Questions 9 and 10 require an entry for every person enumerated</u>, but it is not necessary to ask the question for children under 5 years of age.</p>

Points to cover	Procedure
<p>11. CAN THIS PERSON SPEAK ENGLISH? FRENCH?</p>	<p>Warn enumerators not to mark an oval until a reply is received to each part of this question.</p> <p>Explain that (i) <u>infants</u> will be reported as speaking the language commonly spoken in the home.</p> <p>(ii) <u>deaf persons unable to talk</u> will be reported as speaking the language in which they make themselves understood.</p> <p>(iii) <u>this question refers only to the English and French languages.</u></p> <p>Thus Mrs. Martin may speak French, Flemish and even German fluently, but for the purposes of this question the answer will be "Speaks French only".</p> <p>★ Note the entry for Mrs. Martin on the Specimen and mark the enlarged sample document.</p> <p>★ Note that her daughter, on the other hand, speaks both English and French and is so marked on the Specimen.</p>
<p>12. WHAT WAS THE LANGUAGE THIS PERSON FIRST SPOKE IN CHILDHOOD AND STILL UNDERSTANDS?</p>	<p>This question is really self-explanatory.</p> <p>★ Have trainees examine the entry for Mrs. Martin on the Specimen Form 2.</p> <p>Draw attention to the fact that, Mrs. Martin apparently first spoke Flemish as a child and still understands it. However since there was <u>no oval</u> for "Flemish" it was necessary to <u>"write-in"</u>, the entry.</p> <p>★ Write-in "Flemish" on the enlarged sample document.</p> <p>Explain that there must always be a <u>write-in when the answer given varies from the list printed on the document, except when the answer is "Dutch"</u>. This will be marked <u>"Netherlands"</u>.</p> <p>★ Note the Specimen document for "Anna Haan" on Page 8, in this connection.</p>



Points to cover	Procedure
13. RELIGION	<p>The following points are to be stressed in regard to the question on Religion:-</p> <ul style="list-style-type: none"> <li>(i) The <u>specific religious body</u>, denomination, etc., of which the respondent is either a member or to which he adheres or favours is to be <u>recorded</u>.</li> <li>(ii) <u>Broad terms</u> such as Christian, Catholic, Protestant, <u>Believer</u>, are <u>not acceptable</u>.</li> <li>(iii) "None" is to be written in for persons stating they have no religion.</li> <li>(iv) The response <u>Church of England in Canada</u> should be marked <u>Anglican</u>.  <u>Church of Scotland</u> should be marked <u>Presbyterian</u>.  <u>Methodist</u> ) should be <u>questioned</u>  ) <u>further</u>.  or ) This person may or may  ) not be a member or ad-  <u>Congregationalist</u> ) herent of the United  ) Church of Canada.</li> <li>(v) Members of the same family will not necessarily report the same religion.</li> </ul> <p>* Have trainees examine the <u>Specimen documents</u>. Note that Mrs. Martin is a Roman Catholic and mark the enlarged sample accordingly. Note that Mr. and Mrs. Roy report different religions.</p> <p>Point out, further -</p> <ul style="list-style-type: none"> <li>(i) that separate ovals are provided for Ukrainian (Greek) Catholic and Greek Orthodox.</li> <li>(ii) that if a person states his religion is "Greek Catholic", he must be questioned as to whether he means "Ukrainian Greek Catholic" or some other rite. <u>If it is a rite of the Greek Catholic church other than Ukrainian, this must be written in, in the space provided.</u></li> <li>(iii) <u>"Greek Church"</u> and <u>"Armenian Church"</u> and like terms are <u>not acceptable</u>. It is necessary to distinguish between the Catholic and Orthodox faiths.</li> </ul> <p>Draw attention to the fact that, as in the case of "Language", the response must be written in if it differs from any of the religious denominations listed on the document.</p>

Points to cover	Procedure								
<p>14. BIRTHPLACE</p> <p>(In what province or country was this person born?)</p>	<p>Again stress the need to follow the <u>wording</u> of the question given <u>on the document</u>.</p> <p>Responses will fall in two groups -</p> <ul style="list-style-type: none"> <li>(i) Persons born in Canada</li> <li>(ii) Persons born outside Canada.</li> </ul> <p>Enumerators must deal with them as follows:-</p> <table border="1" data-bbox="332 391 945 823"> <thead> <tr> <th data-bbox="332 391 578 418">PERSONS BORN IN CANADA</th><th data-bbox="578 391 945 418">PERSONS BORN OUTSIDE CANADA</th></tr> </thead> <tbody> <tr> <td data-bbox="332 432 578 528">(1) <u>Mark</u> the province or territory of birth in the <u>left-hand column</u>.</td><td data-bbox="578 432 945 528">(1) Mark the country of birth in the <u>right-hand column</u>, or if not listed, write in below.</td></tr> <tr> <td data-bbox="332 541 578 637"></td><td data-bbox="578 541 945 637">(2) The <u>country of birth</u> is to be given <u>according to present international boundaries</u>.</td></tr> <tr> <td data-bbox="332 651 578 747"></td><td data-bbox="578 651 945 747">(3) <u>If uncertain of the country of birth</u> as it is now constituted, write in the province or district, as Alsace-Lorraine, Bohemia, etc., or the nearest city, as Warsaw, Danzig, etc.</td></tr> </tbody> </table> <p>* Have trainees examine Specimens noting how these rules are carried out. Mark "Belgium" for Mrs. Martin on the enlarged document.</p> <p>Explain that had Mrs. Martin stated she was born in <u>Ireland</u>, it would have been necessary to <u>ask whether</u> she was born in <u>Northern Ireland</u> or in the <u>Republic of Ireland</u>.</p> <p>* Have trainees note the two ovals provided on the document for this purpose.</p> <p>Explain further, that, if the respondent is <u>uncertain as to which part of Ireland</u> he was born in, he is to be asked the <u>county of birth</u>.</p> <p>* Refer to Section 45 (14), Page 41, of the Enumeration Manual and read the following -</p>	PERSONS BORN IN CANADA	PERSONS BORN OUTSIDE CANADA	(1) <u>Mark</u> the province or territory of birth in the <u>left-hand column</u> .	(1) Mark the country of birth in the <u>right-hand column</u> , or if not listed, write in below.		(2) The <u>country of birth</u> is to be given <u>according to present international boundaries</u> .		(3) <u>If uncertain of the country of birth</u> as it is now constituted, write in the province or district, as Alsace-Lorraine, Bohemia, etc., or the nearest city, as Warsaw, Danzig, etc.
PERSONS BORN IN CANADA	PERSONS BORN OUTSIDE CANADA								
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Points to cover	Procedure						
	<div style="border: 1px solid black; padding: 10px; margin-bottom: 10px;"> <p>For your guidance the following counties are situated in Northern Ireland:</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%;">Antrim,</td><td style="width: 50%;">Armagh,</td></tr> <tr> <td>Down,</td><td>Fermanagh,</td></tr> <tr> <td>Londonderry,</td><td>Tyrone.</td></tr> </table> <p>All others are situated in the Republic of Ireland.</p> <p>* Suggest trainees mark this section for future reference.</p> </div> <p>Note, too -</p> <p>(i) that Ulster cannot be accepted as six of its counties lie in Northern Ireland and three of them are in the Republic of Ireland.</p> <p>(ii) that "<u>at sea</u>" should be <u>written in</u> for persons born at sea.</p>	Antrim,	Armagh,	Down,	Fermanagh,	Londonderry,	Tyrone.
Antrim,	Armagh,						
Down,	Fermanagh,						
Londonderry,	Tyrone.						
<p>15. PERIOD OF IMMIGRATION</p> <p>(If born outside Canada).</p>	<p><u>This question is to be asked only for persons born outside Canada.</u></p> <p>Enumerators must remember that Question 15 will have -</p> <p><u>no</u> entry - if an oval is marked in the left-hand column of Question 14 (Birthplace).</p> <p><u>an</u> entry - if an oval is marked in the right-hand column of Question 14, or if there is a write-in.</p> <p>* Have trainees check this point on the Specimen documents. Mark the oval "11 - 20" for Mrs. Martin on the enlarged sample, noting as you do so that she was born in "Belgium".</p> <p><u>Emphasize that Period of Immigration relates only to the first arrival of persons born outside Canada.</u></p>						
<p>16. CITIZENSHIP (Nationality)</p>	<p>Citizenship is determined by the country to which a person owes allegiance.</p> <p>Enumerators will, therefore, ask:-</p> <p>"What is this person's citizenship, that is, the country to which he owes allegiance?"</p>						

Points to cover	Procedure								
	Following are the only three possible answers, and the method of dealing with each:-								
	<table> <tr> <th data-bbox="430 262 516 278"><u>Response</u></th><th data-bbox="726 262 835 278"><u>What to do</u></th></tr> <tr> <td data-bbox="344 282 453 299">(a) Canada</td><td data-bbox="612 282 953 388">(i) If birthplace Canada, accept as given. (ii) If birthplace not in Canada, check to see if 5 years residence has been <u>acquired</u>.</td></tr> <tr> <td data-bbox="344 412 547 450">(b) A country other than Canada</td><td data-bbox="612 412 951 518">(i) If birthplace Canada, check to see if citizenship has actually been lost. (ii) If birthplace not in Canada, accept as given.</td></tr> <tr> <td data-bbox="344 543 547 580">(c) Uncertain as to citizenship</td><td data-bbox="612 543 963 751">(i) Attempt to determine citizenship by further questioning, using Section 45 (16) Pages 43 and 44, of the Enumeration Manual as a reference. (ii) <u>As a last resort</u>, if you cannot determine to what country the person owes allegiance, enter "unknown" in the write-in space.</td></tr> </table>	<u>Response</u>	<u>What to do</u>	(a) Canada	(i) If birthplace Canada, accept as given. (ii) If birthplace not in Canada, check to see if 5 years residence has been <u>acquired</u> .	(b) A country other than Canada	(i) If birthplace Canada, check to see if citizenship has actually been lost. (ii) If birthplace not in Canada, accept as given.	(c) Uncertain as to citizenship	(i) Attempt to determine citizenship by further questioning, using Section 45 (16) Pages 43 and 44, of the Enumeration Manual as a reference. (ii) <u>As a last resort</u> , if you cannot determine to what country the person owes allegiance, enter "unknown" in the write-in space.
<u>Response</u>	<u>What to do</u>								
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(c) Uncertain as to citizenship	(i) Attempt to determine citizenship by further questioning, using Section 45 (16) Pages 43 and 44, of the Enumeration Manual as a reference. (ii) <u>As a last resort</u> , if you cannot determine to what country the person owes allegiance, enter "unknown" in the write-in space.								
	<p>* Have trainees turn to Section 45 (16) Pages 42-44, of the Enumeration Manual. Suggest that this section be marked for careful study at home.</p>								
	<p>Emphasize the importance of becoming familiar with this section and of <u>referring to it when in doubt on the field.</u></p>								
	<p>* Have trainees examine the Specimen documents, checking the entries with the instructions just given. Note that although Mrs. Martin was born in Belgium she has acquired her 5 years residence. Hence her response "Canada" will be accepted as given. Mark "Canada" on the enlarged sample.</p>								
17. ORIGIN	<p>Make very clear the distinction between "citizenship (nationality)" and "origin".</p> <p>* Use BB to demonstrate, as below -</p>								

Points to cover	Procedure
	<div data-bbox="391 212 681 340" style="border: 1px solid black; padding: 5px; margin-bottom: 10px;"> <p><u>Citizenship (nationality)</u></p> <p>refers to the <u>country</u> to which the person owes allegiance</p> </div> <div data-bbox="707 212 956 340" style="border: 1px solid black; padding: 5px; margin-bottom: 10px;"> <p><u>Origin</u></p> <p>refers to the <u>cultural group</u> from which the person is descended</p> </div> <p>Enumerators must realize -</p> <ol style="list-style-type: none"> <li>(i) that peoples of many origins are citizens of Canada, (i.e., English, Irish, Scottish, French, Jewish, Ukrainian, etc.)</li> <li>(ii) that, for Census purposes, a person's origin is traced through his father. (e.g., - a person's <u>father is German</u>, his mother is <u>Norwegian</u>, he will be entered <u>German</u>).</li> </ol> <p>Instruct enumerators -</p> <ol style="list-style-type: none"> <li>(i) to attempt to establish the person's origin by asking, <u>"What language did you or your paternal ancestor speak on first coming to this continent?"</u></li> <li>(a) If the origin can be determined from the answer given - mark the appropriate oval, or write in the answer.</li> <li>(b) If the answer is "English" or "Gaelic" - inquire further to determine whether the origin is English, Irish, Scottish or Welsh.</li> <li>(ii) if the respondent does not understand the first question, or the enumerator cannot establish the origin from the answer received, to ask further, <u>"Is your origin in the male line English, Scottish, Ukrainian, Jewish, Norwegian, North American Indian, Negro, etc.?"</u></li> </ol> <p>* Have trainees note that Mrs. Martin, on the Specimen Form 2, probably had to be questioned further, since her origin is "Belgian" while the language which she probably spoke when she first came to this continent was "Flemish". Mark "Belgian" for Mrs. Martin on the enlarged document.</p>

Points to cover	Procedure
18-19. WAR SERVICE AND FORCES SERVED IN	<p>Emphasize that <u>under no circumstance is Question 12 (Language first spoken in childhood) to be confused with Origin</u>. It cannot be assumed that the answer given to Question 12 establishes a person's origin. A typical example of this is to be found on the Specimen document for "Mary R. Roy". Although the first language which she spoke was Danish, her origin is reported as Icelandic.</p> <p>* Have trainees examine the Specimen document for Mrs. Roy.</p>
	<p>Methods of dealing with special cases:-</p> <ul style="list-style-type: none"> <li>(i) Persons of mixed white and Indian parentage <ul style="list-style-type: none"> <li>(a) If living on Indian reserves - mark "Native Indian".</li> <li>(b) If not living on reserves - follow usual procedure, i.e., trace origin through father.</li> </ul> </li> <li>(ii) Persons <u>insisting</u> they are "Canadian" or "American" - accept answer and write it in space provided.</li> <li>(iii) Persons of mixed ancestry insisting they do not know what to reply to the question - mark oval "unknown".</li> </ul>
	<p>Emphasize that it should not often be necessary to use the entries mentioned in (ii) and (iii) above. Enumerators generally should not have too great difficulty in determining a person's origin and will, therefore, need to <u>use these entries only as a last resource</u>.</p> <p>Enumerators must remember -</p> <ul style="list-style-type: none"> <li>(i) to inquire in every household for war veterans.</li> <li>(ii) to mark an oval in Question 18 for every person 14 years of age and over.</li> <li>(iii) to mark one (and only one) oval in Question 19 for every person reporting service in Question 18.</li> <li>(iv) if "none" is marked in Question 18, no oval should be marked in Question 19.</li> </ul>

Points to cover	Procedure																								
	<p>Explain that -</p> <p>(i) <u>War Service</u> means enlistment for active service <u>in</u> the armed forces of any country in World War I or World War II.</p> <p>(ii) <u>Armed forces</u></p> <table border="0"> <tr> <td><u>include</u></td><td><u>do not include</u></td></tr> <tr> <td>the Army,</td><td>Merchant Marine,</td></tr> <tr> <td>Navy,</td><td>Red Cross,</td></tr> <tr> <td>Air Force,</td><td>St. John Ambulance Corps,</td></tr> <tr> <td>Marines,</td><td>R.C.M.P.,</td></tr> <tr> <td>Nursing Corps</td><td>Civilian Fire Fighters,</td></tr> <tr> <td></td><td>War workers for Salvation</td></tr> <tr> <td></td><td>Army, Knights of</td></tr> <tr> <td></td><td>Columbus, etc.,</td></tr> <tr> <td></td><td>Civilian instructors or</td></tr> <tr> <td></td><td>staff in service schools</td></tr> <tr> <td></td><td>or establishments.</td></tr> </table> <p>* Have trainees examine the Specimen documents. Note that since Mrs. Martin had no war service, the oval "none" is marked in Question 18 and there is no entry in Question 19. Mark the enlarged sample accordingly.</p>	<u>include</u>	<u>do not include</u>	the Army,	Merchant Marine,	Navy,	Red Cross,	Air Force,	St. John Ambulance Corps,	Marines,	R.C.M.P.,	Nursing Corps	Civilian Fire Fighters,		War workers for Salvation		Army, Knights of		Columbus, etc.,		Civilian instructors or		staff in service schools		or establishments.
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## VI. REVIEW AND QUESTION PERIOD

### Field Supervisors with areas in which no Agriculture instruction is given.

1. This period should be used to clear up questions which enumerators may raise concerning the instruction given on the previous day. Allow time for such discussion, provided that the questions are of general interest. Do not spend time on intricate, small points which may be of interest to only one enumerator. Such discussion should be postponed for a private interview after the regular session.
2. The remainder of the period should be used for review purposes.
  - (a) Where necessary, correct and discuss Practice Exercise A.
  - (b) Proceed with the following oral questions and written exercises relating to the other topics previously covered. Use these as time permits. If it seems unlikely that you will have time for all the written exercises, complete and correct as many as possible. Assign the others as homework and correct them in the next review period. Where appropriate, use the enlarged samples to illustrate correct answers.

### Field Supervisors with areas in which Agriculture instruction is given.

Since additional topics must, of necessity, be covered in areas in which Agriculture instruction is given, less time is available in the regular training period for review and questions. It is suggested, therefore, that the following review questions be used when and where time permits. The work exercises should be done by the enumerators at home on the first evening and corrected on the following morning.

### Oral Review Questions relating to Basic Definitions and Visitation Record

Question	Answer
1. Define a <u>dwelling</u> .	1. A dwelling is a structurally separate set of living premises with private entrance from outside the building or from a common hallway or stairway inside. The entrance must not be through anyone else's living quarters.
2. On what basis <u>only</u> would two or three rooms used for living quarters within a building be considered a dwelling?	2. If they were structurally separate.
3. Define a <u>household</u> .	3. A household is the group of people who occupy a dwelling unit (whether or not related to each other by ties of kinship).
4. In general, where should a person be enumerated?	4. In general, a person should be enumerated at the dwelling in which he sleeps.
5. What is the first form used in enumeration?	5. Form I, the Visitation Record.



Question	Answer
6. What dwellings should be listed on the Visitation Record?	6. Every dwelling, including every "closed" or "vacant" dwelling and every dwelling "under construction", except unoccupied summer cottages.
7. What will you do if - (a) No one is at home at the time of your call?	7. (a) Fill in Columns III and IV, and either V or VI if the information can be obtained from neighbours, etc. Make a note to call back and, if possible, the appropriate time, in Column VII.
(b) No responsible person is at hand to give the information?	(b) Make an appointment to call back at a specific time and enter this time in Column VII.
(c) The dwelling is closed, the household living temporarily at some other address?	(c) Enter "Closed" in Column VII and fill in Columns III, IV and V where possible.
(d) The dwelling is "vacant" or "under construction"?	(d) Enter "vacant" or "under construction", as the case may be, in Column III and the address in Column IV.
8. What name will be entered in Column III?	8. The name of the head of the household.
9. In the majority of cases, how will you decide who is the head of the household?	9. (a) Husband and wife - husband is head (b) Parent and unmarried child (children) - parent is head (c) Unrelated persons - select one as head
10. What will you do if you come upon a small unincorporated village in your area?	10. Draw a short horizontal line across Column I, above the number for the first household enumerated, and another below the number of the last household head. Enter the name of the village lengthwise in Column I between the upper and lower lines and on each page until the enumeration of such a place is completed.
11. In what order will you list the dwellings?	11. In order of route - one line for each. Do not skip a line or a page, regardless of the language of the heading.
12. What will you do if you have more than enough dwellings to fill your Visitation Record?	12. Get a second book from the Field Supervisor and change the dwelling numbers in it to read "301", "302", etc.

Practice Exercise B.

Directions -

- (a) By ticking the appropriate space, show whether the following households would be enumerated in the upper or lower section of the Visitation Record.
- (b) Decide which persons should be included in Column V and which in Column VI and enter the number under each accordingly.
- (c) Name the head of the household.

(i) Mr. and Mrs. Acres, their three children and a maid live in Sunnydale. Mrs. Acres' mother usually makes her home with them but at the time of enumeration is away for a week's visit.

(a) upper (numbered) section	✓.....	(b) <u>Column V</u>	<u>Column VI</u>
lower section .....	.....	...7.....	.....

(c) Mr. Acres

(ii) Tom Jones and Harry Smith are on a trailer trip across Canada. Their homes are in the West, but they are not sure if they will be enumerated there.

(a) upper (numbered) section .....	(b) <u>Column V</u>	<u>Column VI</u>
lower section .....✓.....	.....	...2.....

(c) Tom Jones or Harry Smith

(iii) Mrs. Armstrong and her son John have sub-let a furnished apartment in the city for the summer, as John has secured a position there. They must move in September, but at the moment have no other permanent home.

(a) upper (numbered) section	✓.....	(b) <u>Column V</u>	<u>Column VI</u>
lower section .....	.....	..2.....	.....

(c) Mrs. Armstrong

(iv) Helen Gordon is taking care of her aunt, Mrs. Roy, who is ill. Her own apartment, in a neighbouring city, is closed for the time being. Her aunt is a widow whose 15-year old son, is at present away, attending boarding school.

(a) upper (numbered) section	✓.....	(b) <u>Column V</u>	<u>Column VI</u>
lower section .....	.....	...2.....	...1.....

(c) Mrs. Roy

Oral Review Questions relating to Population Document Questions 1 - 19

Question	Answer
1. In what respects does Form 2A differ from Form 2?	<p>1. (a) The correct <u>district and sub-district numbers must be entered</u> in Question 1a on Form 2A.</p> <p>(b) Questions 2, 3, and 8 relate to the person's <u>usual residence on Form 2A</u>, not the residence where found.</p> <p>(c) <u>Question 3a</u> is unnecessary on Form 2 but <u>must be answered on Form 2A</u>.</p> <p>(d) <u>Question 4</u> will <u>not</u> be entered on Form 2A, but <u>must</u> be answered on Form 2.</p>
2. What essential points must be remembered concerning Question 4 on Form 2?	<p>2. (a) Question 4 <u>must always</u> be the same as the dwelling or household number in Column II of the Visitation Record.</p> <p>(b) Each person in the household <u>must</u> have the same number.</p> <p>(c) All three columns must be marked in every case.</p> <p>(d) There must be <u>only one</u> entry in each column.</p>
3. In what order should the persons in the household be enumerated?	<p>3. Head of household  Wife of head of household  Unmarried children - eldest to youngest  Married children and their families  Additional relatives  Lodgers and their families  Servants or other employees and their families  Other members of the household.</p>
4. In what order should the questions be asked?	<p>4. In the same order as on the document.</p>
5. What must be remembered in asking Question 6 - Age?	<p>5. (a) Ask for the <u>exact age at last birthday</u>.  (b) Mark both columns.  (c) Mark only one oval in each column.</p>
6. For Census purposes, what constitutes a farm?	<p>6. For Census purposes, a farm is a holding carrying on agricultural operations and is  (i) three acres or more in size  or (ii) from one to three acres in size with the agricultural production in 1950 amounting to \$250 or more.</p>

Question	Answer
7. What will be the entry in Question 10, if a person is taking a course (a) at night school; (b) if a child has attended nursery school?	7. (a) No. (b) No.
8. What procedure will you follow in Questions 12 to 14, 16 and 17, if no entry is provided for the response given?	8. "Write in" the response in the space provided.
9. What must you watch in making a "write in"?	9. (a) That the entries are clear and legible. (b) That the "write ins" do not run over the allotted space.
10. For persons born outside Canada, how is the country of birth to be determined?	10. According to present international boundaries.
11. If a person is uncertain of what name to give the country of his birth, due to recent boundary changes, what entry will you make?	11. The name of the province or state or nearest city in which he was born.
12. When will you make an entry in Question 15, Period of Immigration?	12. Only if the person is born outside Canada.
13. What must you do if a person states he is a citizen of Canada but was born outside of Canada?	13. Check Question 15 to see if he has acquired the necessary five years residence.
14. How will you word Question 17, relating to origin?	14. "What language did you or your paternal ancestor speak on first coming to this country?"
15. What will you do if the respondent does not understand this question?	15. Ask: "Is your origin in the male line English, Scottish, Ukrainian, Jewish, Norwegian, North American Indian, Negro, etc?"
16. If the respondent replies that his paternal ancestor spoke English upon first coming to this continent what procedure will you follow?	16. Inquire further as to whether that person was of English, Irish, Scottish or Welsh descent.
17. When will you have an entry in Question 19?	17. Only if the person is a veteran of either or both World Wars.

\* Have trainees complete Practice Exercise C.

Practice Exercise C.

- Mrs. Esther G. Fox tells you there are seven persons in the household. These include her husband, James R. Fox; his widowed sister, Mrs. Rachel S. Green and Mrs. Green's infant son, George L.; her two daughters Alice K., who is 17 and Florence M., who is 21; and Mr. Alex B. Sheppard, a lodger.

List, below, the members of the household as you would enter them on a document and in their proper order. Enter also the correct relationship to the household head.

<u>Household Members</u>	<u>Relationship to household head</u>
1. ... Fox, James R. ....	Head .....
2. ... Fox, Esther G. ....	Wife .....
3. ... Fox, Florence M. ....	Daughter .....
4. ... Fox, Alice K. ....	Daughter .....
5. ... Green, Rachel S. ....	Sister .....
6. ... Green, George L. ....	Nephew .....
7. ... Sheppard, Alex B. ....	Lodger .....

- An enumerator found the following persons living in a household: -

Arthur A. Stoneman,	the head of the household
Gladys N. Martin,	his elder daughter
Harry L. Martin,	Gladys' husband
Isabel C. Martin,	the Martin's infant daughter
Mary J. Stoneman,	the younger daughter of Mr. Stoneman
Hattie B. Smith,	Mr. Stoneman's housekeeper.

List, below, the members of the household as directed in question 1.

<u>Household Members</u>	<u>Relationship to household head</u>
1. ... Stoneman, Arthur A. ....	Head .....
2. ... Stoneman, Mary J. ....	Daughter .....
3. ... Martin, Harry L. ....	Son-in-law .....
4. ... Martin, Gladys N. ....	Daughter .....
5. ... Martin, Isabel C. ....	Grand-daughter .....
6. ... Smith, Hattie B. ....	Housekeeper .....

3. Frank H. Murphy and Gordon R. White share an apartment as partners.

List, below, the members of the household as directed in question 1.

	<u>Household Members</u>	<u>Relationship to household head</u>
1.	<u>Murphy, Frank H.</u>	<u>Head</u>
2.	<u>White, Gordon R.</u>	<u>Partner</u>

4. Mark the correct age for each of the following persons: -

You visit Mrs. A. Gordon on June 8. She states she was born Christmas Day, 1900. Her husband will be 54 on June 10. Her married daughter, who lives in the same dwelling, was born on January 2, 1925. She is not sure of her son-in-law's actual birth date, but knows his birthday was in February and that he is about one year older than her daughter. Her little grandson is only two months old.

<u>Mrs. Gordon</u>	<u>Mr. Gordon</u>	<u>Daughter</u>	<u>Son-in-law</u>	<u>Grandson</u>
<u>0</u> <u>0</u>	<u>0</u> <u>0</u>	<u>0</u> <u>0</u>	<u>0</u> <u>0</u>	<u>0</u> <u>0</u>
<u>1</u> <u>1</u>	<u>1</u> <u>1</u>	<u>1</u> <u>1</u>	<u>1</u> <u>1</u>	<u>1</u> <u>1</u>
<u>2</u> <u>2</u>	<u>2</u> <u>2</u>	<u>2</u> <u>2</u>	<u>2</u> <u>2</u>	<u>2</u> <u>2</u>
<u>3</u> <u>3</u>	<u>3</u> <u>3</u>	<u>3</u> <u>3</u>	<u>3</u> <u>3</u>	<u>3</u> <u>3</u>
<u>4</u> <u>4</u>	<u>4</u> <u>4</u>	<u>4</u> <u>4</u>	<u>4</u> <u>4</u>	<u>4</u> <u>4</u>
<u>5</u> <u>5</u>	<u>5</u> <u>5</u>	<u>5</u> <u>5</u>	<u>5</u> <u>5</u>	<u>5</u> <u>5</u>
<u>6</u> <u>6</u>	<u>6</u> <u>6</u>	<u>6</u> <u>6</u>	<u>6</u> <u>6</u>	<u>6</u> <u>6</u>
<u>7</u> <u>7</u>	<u>7</u> <u>7</u>	<u>7</u> <u>7</u>	<u>7</u> <u>7</u>	<u>7</u> <u>7</u>
<u>8</u> <u>8</u>	<u>8</u> <u>8</u>	<u>8</u> <u>8</u>	<u>8</u> <u>8</u>	<u>8</u> <u>8</u>
<u>9</u> <u>9</u>	<u>9</u> <u>9</u>	<u>9</u> <u>9</u>	<u>9</u> <u>9</u>	<u>9</u> <u>9</u>

5. Mark the correct marital status for each of the following:-

- (a) Mrs. Allan, a widow, lives with her daughter, Ethel, who has been legally separated from her husband for the last 15 years.

<u>Mrs. Allan</u>	<u>Ethel</u>
<u>SINGLE</u>	<u>SINGLE</u>
<u>MARRIED</u>	<u>MARRIED</u>
<u>UNCLEAN</u>	<u>UNCLEAN</u>
<u>SEPARATED</u>	<u>SEPARATED</u>
<u>NOT MARRIED</u>	<u>NOT MARRIED</u>
<u>WIDOWED</u>	<u>WIDOWED</u>
<u>DIVORCED</u>	<u>DIVORCED</u>

- (b) Mrs. Hill is married, but her husband works in a neighbouring city and comes home only on week-ends. Her daughter, Emma, plans to be married in July. Hilda, her housekeeper, has been divorced for 4 years.

<u>Mrs. Hill</u>	<u>Emma</u>	<u>Hilda</u>
<u>SINGLE</u>	<u>SINGLE</u>	<u>SINGLE</u>
<u>MARRIED</u>	<u>MARRIED</u>	<u>MARRIED</u>
<u>UNCLEAN</u>	<u>UNCLEAN</u>	<u>UNCLEAN</u>
<u>SEPARATED</u>	<u>SEPARATED</u>	<u>SEPARATED</u>
<u>NOT MARRIED</u>	<u>NOT MARRIED</u>	<u>NOT MARRIED</u>
<u>WIDOWED</u>	<u>WIDOWED</u>	<u>WIDOWED</u>
<u>DIVORCED</u>	<u>DIVORCED</u>	<u>DIVORCED</u>

5. Mark the correct marital status for each of the following:- Con.

- (c) Mrs. Davis was married 10 years ago, but has not been living with her husband for the past 3 years. She has recently started divorce proceedings.

Mrs. Davis

☐ SINGLE

☒ MARRIED  
(INCLUDES  
SEPARATED  
BUT NOT  
DIVORCED)

☐ WIDOWED

☐ DIVORCED

6. Mark the oval ( ☒ ) opposite the entry which you would mark in Question 9, for each of the following:-

- (a) Mrs. Jones states that her daughter, Julie, has attended kindergarten for 2 years and grade school for 8 years. However, she is now just completing Grade VII, having spent 2 years in Grade VI.

5 - 7 years ☐ ; 8 years ☒ ; 9 years ☐ ; 10 years ☐ .

- (b) Sidney Carpenter attended Cornwall, Ontario, elementary and secondary schools for 12 years, obtaining his Senior Matriculation. He has been working for 5 years in a textile mill, but by extra mural study during that time, he has completed his first two years in Arts at Queen's University.

12 years ☐ ; 13 - 16 years ☒ ; 17 + years ☐ .

7. Mr. and Mrs. Lafrance have an infant daughter Annette, who has not yet learned to talk. Mr. Lafrance speaks both English and French fluently. Mrs. Lafrance speaks only French.

(a) Which of the following would be the correct answer for Annette in Question 11 ?

Speaks both English and French ☐ ; Speaks French but not English ☒ ;  
Unable to speak English or French ☐ .

(b) Which of the following would be the correct entry for Annette in Question 12 ?

English ☐ ; French ☒ ; Write in "Unable to talk yet" ☐ .

8. Mr. Svenson was born in Sweden and Swedish was the only language he had ever heard until he came to this country at the age of three. He has since forgotten his native tongue and speaks English, which he learned soon after his arrival and German, which he picked up later.

Mark the oval ( ☒ ) opposite the entry which you would mark in Question 12 for Mr. Svenson.

Swedish ☐ ; English ☒ ; German ☐ ; English and German ☐ .

9. Mrs. Gorrie states that she is a Protestant. She has previously given her husband's religion as Pentecostal. Which of the following would you do in completing Question 13 for Mrs. Gorrie ?

- (a) Mark the oval "Pentecostal" ☐.
- (b) Write in "Protestant" in the space provided ☐.
- (c) Ask her to be more specific, if possible, in naming a specific sect or denomination ☒.

10. Mr. Malinski states that he belongs to the Catholic Church. Which of the following would you do in completing Question 13 on his document ?

- (a) Mark Roman Catholic ☐.
- (b) Mark Ukrainian (Greek) Catholic ☐.
- (c) Ask him to state the particular "Catholic" group to which he belongs ☒.

11. Mr. Saunders is an Englishman who took up residence in Canada in 1929. He has been home to England twice since his first arrival, once in 1935 on a 6 weeks visit and again in 1947 when he spent a year there on business for his firm.

- (a) Which of the following would you mark as the correct entry for Question 15 ?

1921 - 30 ☒; 1931 - 40 ☐; 1947 - 48 ☐.

- (b) Which of the following would be the correct entry in Question 16 ?

Canada ☒ or Other British ☐.

12. Ernest Lane was born in Canada in 1919. In 1923 he moved with his parents to the United States where he resided for 10 years. His parents did not take out citizenship papers, however, and returned to Canada in 1933.

- (a) What procedure would you follow in marking Question 15 for Mr. Lane ?

- (i) Mark the oval 1911 - 20 ☐.
- (ii) Mark the oval 1931 - 40 ☐.
- (iii) Mark no oval at all ☒.

- (b) Which of the following entries would you mark for him in Question 16 ?

Canada ☒; Other British ☐; United States ☐.

13. Mr. Van Doorn was born in the Netherlands. He came to Canada in 1947, spent 1 1/2 years here, after which he went to the United States for 6 months. On his return to Canada he filed papers declaring his intention of becoming a Canadian citizen.

- (a) Which of the following would you mark as the correct entry in Question 15 ?

1947 - 48 ☒; 1949 - 50 ☐.

- (b) Which of the following would be the correct entry in Question 16 ?

Canada ☐; United States ☐; Netherlands ☒.



14. Mr. and Mrs. Johannsen and their small son Eric are living with Mr. Johannsen's mother and step-father, Mr. and Mrs. Henderson. Anna Haas, who has recently arrived in this country, assists with the domestic work of the house. Mr. Johannsen's own father came to Canada from Iceland and spoke Icelandic, while all Mrs. Johannsen's ancestors spoke French. Mr. Johannsen's mother's people all came direct from Norway and spoke Norwegian. Mr. Henderson's paternal ancestor, however, spoke English on first coming to this continent, although he came from the North of Ireland, and was of Irish descent. Anna had a smattering of English when she came to Canada, but her native tongue is German.

Mark the correct origin for each member of this household:-

Mr. Johannsen

17. ORIGIN

ENGLISH	FRENCH	0	0
IRISH	NETHERLANDS	1	1
SCOTTISH	NORWEGIAN	2	2
WELSH & MANX	POLISH	3	3
CZECH & SLOVAK	RUSSIAN	4	4
FINNISH	SWEDISH	5	5
GERMAN	HUNGARIAN	6	6
ITALIAN	NATIVE INDIAN	7	7
JEWISH	UNKNOWN	8	8

IF NOT LISTED, WRITE BELOW

*Icelandic*

Mrs. Johannsen

17. ORIGIN

ENGLISH	FRENCH	0	0
IRISH	NETHERLANDS	1	1
SCOTTISH	NORWEGIAN	2	2
WELSH & MANX	POLISH	3	3
CZECH & SLOVAK	RUSSIAN	4	4
FINNISH	SWEDISH	5	5
GERMAN	HUNGARIAN	6	6
ITALIAN	NATIVE INDIAN	7	7
JEWISH	UNKNOWN	8	8

IF NOT LISTED, WRITE BELOW

Eric

17. ORIGIN

ENGLISH	FRENCH	0	0
IRISH	NETHERLANDS	1	1
SCOTTISH	NORWEGIAN	2	2
WELSH & MANX	POLISH	3	3
CZECH & SLOVAK	RUSSIAN	4	4
FINNISH	SWEDISH	5	5
GERMAN	HUNGARIAN	6	6
ITALIAN	NATIVE INDIAN	7	7
JEWISH	UNKNOWN	8	8

IF NOT LISTED, WRITE BELOW

*Icelandic*

Mrs. Henderson

17. ORIGIN

ENGLISH	FRENCH	0	0
IRISH	NETHERLANDS	1	1
SCOTTISH	NORWEGIAN	2	2
WELSH & MANX	POLISH	3	3
CZECH & SLOVAK	RUSSIAN	4	4
FINNISH	SWEDISH	5	5
GERMAN	HUNGARIAN	6	6
ITALIAN	NATIVE INDIAN	7	7
JEWISH	UNKNOWN	8	8

IF NOT LISTED, WRITE BELOW

Mr. Henderson

17. ORIGIN

ENGLISH	FRENCH	0	0
IRISH	NETHERLANDS	1	1
SCOTTISH	NORWEGIAN	2	2
WELSH & MANX	POLISH	3	3
CZECH & SLOVAK	RUSSIAN	4	4
FINNISH	SWEDISH	5	5
GERMAN	HUNGARIAN	6	6
ITALIAN	NATIVE INDIAN	7	7
JEWISH	UNKNOWN	8	8

IF NOT LISTED, WRITE BELOW

Anna

17. ORIGIN

ENGLISH	FRENCH	0	0
IRISH	NETHERLANDS	1	1
SCOTTISH	NORWEGIAN	2	2
WELSH & MANX	POLISH	3	3
CZECH & SLOVAK	RUSSIAN	4	4
FINNISH	SWEDISH	5	5
GERMAN	HUNGARIAN	6	6
ITALIAN	NATIVE INDIAN	7	7
JEWISH	UNKNOWN	8	8

IF NOT LISTED, WRITE BELOW

15. Mr. Storms, who is 85, is a veteran of the Boer War. He received a leg injury at that time which prevented him from any further service.

(a) Which oval would you mark in Question 18 ?

None ☒ ; Both Wars ☐ ; World War II ☐ ; World War I ☐ .

(b) Which oval would you mark in Question 19 ?

Canadian ☐ ; Other ☐ ; Canadian and Other ☐ .

16. Mary Guest was a C.W.A.C. in World War II while her husband, John, served with the Merchant Marine.

(a) Which oval would you mark in Question 18 (i) for Mary ?

None ☐ ; Both Wars ☐ ; World War II ☒ ; World War I ☐ .

(ii) for John ?

None ☒ ; Both Wars ☐ ; World War II ☐ ; World War I ☐ .

(b) Which oval would you mark in Question 19 (i) for Mary ?

Canadian ☒ ; Other ☐ ; Canadian and Other ☐ .

(ii) for John ?

Canadian ☐ ; Other ☐ ; Canadian and Other ☐ .

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## VII. FIRST PRACTICE NARRATIVE

(Visitation Record and Population Questions 1-19)

The Practice Narratives are designed to give trainees practical experience in enumerating. They will simulate, as nearly as possible, typical interviews, thus allowing the trainees to ask (or hear asked) the questions on the document, to hear typical responses, and to gain experience in marking the documents.

You will ask one trainee to act as "Enumerator", reading the parts so marked.

Be careful to choose a trainee who reads well and will suitably portray the part of a good enumerator.

You will take the part of "Respondent".

The "Enumerator" will record your replies on the first blank forms in his Specimen Booklet.

Instruct the remainder of the group to record your replies also, as if they, themselves, were conducting the interview.

When the Narrative has been completed, go over each question, having each trainee, in turn, supply an answer. If the answer agrees with that given on your "Key", enter it on the enlarged sample of Form 2 or, in the case of the Visitation Record, on the blackboard. If it differs, explain why it is not correct, and make the correct entry on the enlarged sample. Satisfy yourself that the group understands the reason for the correction.

### The Visitation Record

Instruct the trainees to fill in the heading on the Visitation Record, as if for their own areas.

Pausing after each item of information so that trainees may have time to enter it, state that -

- (a) The first call in this area was made at the home of Harry Larson.
- (b) His address was 43 Fifth Avenue.
- (c) The only person at home at the time was an elderly grandmother. She asked the enumerator to return that evening at 7 p.m. to enumerate the household.
- (d) She stated there were 5 persons living in that dwelling.
- (e) The next call was at the home next door. The enumerator introduced himself and was invited in to complete the enumeration.

★ Proceed with the Narrative.

Enumerator: First of all I want to be sure I have your correct address. This is 45 Fifth Avenue, is it not?

Respondent: Yes, it is.

Enumerator: How many persons live here?

Respondent: There are just 3 of us - my husband and myself and our little girl.

Enumerator: You have no lodgers or guests staying with you then?

Respondent: Oh, my Mother is here on a visit, but she doesn't live here.

Enumerator: I see. Does she have a home of her own somewhere else?

Respondent: Oh yes. She keeps house for my brother who works in Marysville. He is away travelling this summer, though, so she is spending the next two months with me.

Enumerator: Then she will hardly be enumerated at her own home. To make sure she won't be missed I think I should enumerate her here.

Respondent: I think that would be wise.

Enumerator: There are no other families here then?

Respondent: Oh no, there wouldn't be room for any others.

Enumerator: Now, what is your husband's full name?

Respondent: John Frederick Wilson.

Enumerator: Thank you. Now I must fill out a separate card for each member of your household. I will start with Mr. Wilson. You have already given me some of the information which I will transfer to his card.

★ At this point pause to allow time for trainees to complete the first 5 questions on Form 2 for which they have already gained the necessary information.

#### The Population Documents

Enumerator: Now, will you tell me please, how old was Mr. Wilson on his last birthday?

Respondent: He was 41 on the 24th of May.

★ Pause in order that trainees may complete Questions 7 and 8, explaining that it is unnecessary to ask these questions since Question 7 has already been answered and Question 8 is obvious as the Wilson home is situated in the centre of an urban area.

Enumerator: How many years of schooling has Mr. Wilson had?

Respondent: About 6 or 7. He had to stop when he was just a boy and go to work.

Enumerator: Did he have more than 7 years?

Respondent: No, I don't think so.

Enumerator: Has he attended school at any time since September, 1950?

Respondent: Oh, no.

Enumerator: Does Mr. Wilson speak English?

Respondent: Yes.

Enumerator: Does he speak French?

Respondent: Well he doesn't speak French very well, but he says he can make himself understood at work if he needs to.

Enumerator: What was the language he first spoke in childhood and still understands?

Respondent: Oh, he grew up speaking English.

Enumerator: What is your husband's religion?

Respondent: He belongs to the Church of England.

Enumerator: Now I have to know in what province or country Mr. Wilson was born.

Respondent: John was born in England.

Enumerator: When did he come to this country?

Respondent: He came to Canada just after the first war, I think about 1919 or 1920.

Enumerator: To what country does your husband owe allegiance, Mrs. Wilson?

Respondent: Why to Canada, of course.

Enumerator: What language did Mr. Wilson speak on first coming to this continent?

Respondent: English. As I said, he grew up speaking it.

Enumerator: Is he of English, Scottish, Irish or Welsh descent?

Respondent: Well, his father was English, but I've heard him say his mother was Welsh.

Enumerator: Did your husband serve in the armed forces of any country during World Wars I or II?

Respondent: John was with the R.C.A.F. in the last war. He wasn't in the first one.

\* At this point the Field Supervisor should explain to the trainees that, normally, you would complete all the questions on the document for Mr. Wilson before proceeding to enumerate another member of the household. However, since instructions for Questions 20-29 have not yet been covered, they will be omitted for the time being and you will continue with the enumeration of the other members of the household.

Enumerator: Now, Mrs. Wilson, I'd like some information about yourself. What is your full name, please?

Respondent: Marjorie Ann Wilson.

Enumerator: I already know your address so I'll enter it here.

\* Pause, once more, explaining that enumerators at this point may complete Questions 2, 3, 4 and 5, for which they have already gained information.

Enumerator: How old were you on your last birthday, Mrs. Wilson?

Respondent: I was 38.

Enumerator: How many years of schooling have you had?

Respondent: Let me see now - I finished High School, that's 12 years, - and I went to Normal School for one year. I also took a business course at night school for one year - do you count that?

Enumerator: Did you complete the course?

Respondent: Yes, I have my diploma.

Enumerator: Then that will be counted. Night school counts for the number of years of formal schooling to which it's equivalent. That would be 14 years of schooling, wouldn't it?

Respondent: Yes - that's right.

Enumerator: Did you attend school at any time since September, 1950 Mrs. Wilson?

Respondent: Oh no, - I'm much too busy for that now.

Enumerator: You speak English, of course. Do you speak French too?

Respondent: No, I only speak English.

Enumerator: Is English the first language you spoke in childhood and still understand?

Respondent: Yes - I've never spoken anything but English.

Enumerator: What is your religion, Mrs. Wilson?

Respondent: We all go to the Church of England.

Enumerator: In what province or country were you born Mrs. Wilson?

Respondent: Oh, I was born in British Columbia but we moved to Ontario when I was quite young.

Enumerator: To what country do you owe allegiance?

Respondent: I'm a Canadian.

Enumerator: Yes I thought so since you were born in Canada. We have to ask the question though because there is always a possibility that a person has renounced or lost his or her citizenship.

Enumerator: What language did your paternal ancestor speak on first coming to this continent?

Respondent: Do you mean my grandfather? He was the first of our family to come to this country and I know he spoke English. I've often heard my father speak of his broad Scottish accent.

Enumerator: Was he your father's father?

Respondent: Yes, my mother's father was born in Italy.

Enumerator: Would you say your father's father was of English, Irish, Scottish or Welsh descent?

Respondent: Oh, he was Scottish. His name was McLeod.

Enumerator: Did you serve in the armed forces of any country during World Wars I or II?

Respondent: Well, I was in the St. John Ambulance Corps in World War II.

Enumerator: Thank you Mrs. Wilson. I'll enumerate your daughter next. I have most of the information now but there are a few questions I must ask.

Enumerator: What is your daughter's name Mrs. Wilson?

Respondent: Mary Jane.

\* Pause to allow time to complete the first 5 questions.

Enumerator: How old was your daughter on her last birthday?

Respondent: She'll be six to-morrow.

Enumerator: How many years of schooling has your daughter had Mrs. Wilson?

Respondent: Mary has just finished Kindergarten and will be going into Grade I in the Fall.

Enumerator: Can your daughter speak English?

Respondent: Yes.

Enumerator: French?

Respondent: No, she has never spoken anything but English.

Enumerator: That means English was the first language she spoke and still understands, and you have already told me you all go to the Church of England.

Respondent: That's right.

Enumerator: In what province or country was your daughter born Mrs. Wilson?

Respondent: Mary Jane was born in Ontario.

\* The enumerator will not need to question concerning Mary Jane's citizenship and origin, but an entry must be made for each.

Enumerator: Well the only person left is your mother Mrs. Wilson. I'll enumerate her on a special form to make sure she is counted with the population of her own home.

\* Pause to allow time for enumerator to complete Question 1a. Stress the importance of this entry.

Enumerator: What is your mother's name Mrs. Wilson?

Respondent: Mary Catherine McLeod.

Enumerator: And what is her address in Marysville?

Respondent: 324 Princess St.

Enumerator: I believe you mentioned that your mother kept house for your brother - is he single?

Respondent: Yes, I doubt if he'll ever marry.

\* Explain to the trainees that this question is necessary in this case, to properly answer Question 3. Also mention that no entry should be made in Question 4.

Enumerator: How old was your mother on her last birthday?

Respondent: Mother is 68.

Enumerator: Is your mother married, widowed or divorced Mrs. Wilson?

Respondent: Oh, mother is widowed. Dad's been dead for nearly ten years.

Enumerator: Does your mother live on a farm in Marysville?

Respondent: No - Princess Street is in the heart of town.

Enumerator: How many years of schooling has your mother had Mrs. Wilson?

Respondent: I think mother went to school about the same number of years as my husband. I'd say six years. Certainly, no more than seven.



Enumerator: Has she attended school any time since September 1950?

Respondent: Oh no.

Enumerator: Can your mother speak English?

Respondent: Yes.

Enumerator: Can she speak French?

Respondent: No. She did when she was a child, but she has forgotten it.

Enumerator: What was the language she first spoke in childhood and still understands?

Respondent: English.

Enumerator: What is your Mother's religion, Mrs. Wilson?

Respondent: Mother goes to the United Church.

Enumerator: In what province or country was she born?

Respondent: Mother was born in Quebec.

Enumerator: To what country does your mother owe allegiance?

Respondent: Canada.

Enumerator: What language did her paternal ancestor speak on first coming to this continent?

Respondent: Italian - Grandfather Bartolini - that's my mother's maiden name - came to this country from Italy.

Enumerator: Did your mother serve in the armed forces of any country in World Wars I or II?

Respondent: Oh, no.

Enumerator: Thank you very much, Mrs. Wilson. That is all I need to know for the present.

Key to 1st Practice Narrative

Visitation Record

District No. - - - - - Sub-district No. - - - - - Enumerator - - - - -

Col. 1	II	III	IV	V	VI	VII
	001 002	LARSON, HARRY WILSON, JOHN F.	43 Fifth Avenue 45 Fifth Avenue	5 3	1	Call Back - 7 p.m.

Population Documents

Question	Form 2	Form 2	Form 2	Question	Form 2A
1.	WILSON JOHN FREDERICK	WILSON MARJORIE ANN	WILSON MARY JANE	1.	McLEOD MARY CATHERINE
				1a.	Dist. - - S.D. - -
2.	45 Fifth Ave. - - - - -	45 Fifth Ave. - - - - -	45 Fifth Ave. - - - - -	2.	324 Princess St. Marysville
3.	Head	Wife	Daughter	3. 3a.	Head No entry
4.	0 - 0 - 2	0 - 0 - 2	0 - 0 - 2	4.	No entry
5.	Male	Female	Female	5.	Female
6.	4 - 1	3 - 8	0 - 5	6.	6 - 8
7.	Married	Married	Single	7.	Widowed
8.	No	No	No	8.	No
9.	5 - 7 yrs.	13 - 16 yrs.	None	9.	5 - 7 yrs.
10.	No	No	No	10.	No
11.	Speaks both English and French	Speaks English but not French	Speaks English but not French	11.	Speaks English but not French
12.	English	English	English	12.	English
13.	Anglican	Anglican	Anglican	13.	United Church
14.	England and Wales	B.C.	Ont.	14.	Que.
15.	1911 - 20	No entry	No entry	15.	No entry
16.	Canada	Canada	Canada	16.	Canada
17.	English	Scottish	English	17.	Italian
18.	World War II	None	No entry	18.	None
19.	Canadian	No entry	No entry	19.	No entry

# VIII. POPULATION DOCUMENTS

(Labour Force Questions 20-29)

Points to cover	Procedure
1. General remarks	<p>★ You should have on hand the enlarged copies of the reverse side of Form 2.</p> <p>★ Trainees should have their copies of the Enumeration Manual and the Specimen Booklet.</p> <p>Explain that (i) Questions 20-29 are a very important part of the Census.</p> <p>(ii) detailed instructions concerning them are to be found in the Enumeration Manual, Pages 45 to 57. These must be studied carefully at home, as well as followed closely during the instruction period.</p> <p>★ Have trainees open their Enumeration Manual at Page 45.</p> <p>(iii) these questions deal <u>only</u> with persons <u>14 years of age and over</u> and should not be asked of anyone under that age.</p> <p>★ Have trainees examine a Specimen Form 2, noting the instruction "Ask these questions for persons 14 years of age and over."</p> <p>(iv) as was done in the first half of the document, questions must be asked</p> <p>(a) in the same order, and</p> <p>(b) as worded on the document.</p> <p>(v) <u>Questions 20-25 and 27 all refer to the week preceding June 2, 1951, not to the week preceding the date of enumeration.</u></p> <p>(vi) <u>Questions 26, 28 and 29 refer to the 12 months prior to June, 1951.</u></p> <p>Remind trainees that <u>questions 20-29 will be entered in exactly the same manner on Form 2A as on Form 2.</u></p>

Points to cover	Procedure
<p>2. Activity during week ending June 2, 1951 (Questions 20-22)</p> <p>(a) Arrows, brackets and asterisks are guides</p>	<p>Explain that these three questions classify all persons 14 years of age and over according to what they did (their "activity") and the hours they worked during the week ending June 2, 1951.</p> <p>Point out that each enumerator must follow carefully the arrows, brackets and asterisks. They are guides to simplify his work. Thus if he marks -</p> <p>(i) * <u>W (Worked)</u> in Question 20, he will not ask Question 21, but will skip to Question 22.</p> <p>(ii) <u>Any one</u> of the following in Question 20,</p> <div style="display: flex; align-items: center;"> <div style="margin-right: 10px;"> <p>* J (With a job but not at work)</p> <p>* L (Looked for work)</p> <p>H (Keeping house)</p> <p>S (Going to school)</p> <p>R (Retired or vol. idle)</p> <p>Oth (Other)</p> </div> <div style="font-size: 3em; margin-right: 10px;">}</div> <div style="font-size: 2em;">→</div> </div> <p>he must have an entry in Question 21.</p> <p>(iii) * <u>Yes</u> in Question 21, he must have an entry in Question 22.</p> <p>(iv) <u>U (Perm. unable to work)</u> in Question 20, no further entries are needed on the document.</p> <p>(v) <u>No</u> in Question 21 and <u>an entry in H, S, R, or Oth</u> in Question 20, no further entries are needed on the document.</p>
<p>(b) Question 20</p> <p>WHAT DID THIS PERSON DO MOSTLY DURING THE WEEK ENDING JUNE 2, 1951?</p>	<p>* Have a trainee read Question 20 from the document.</p> <p>Emphasize again that this is the <u>wording which must be used.</u></p> <p>Explain that the enumerator must <u>mark the oval which best describes the person's chief activity during the week ending June 2, 1951.</u></p> <p><u>One (and only one) oval</u> must be marked in Question 20. If a person reports two or more activities, he must be asked at which one he spent the most time.</p> <p>In order to understand the terms describing the chief activity, enumerators <u>must study thoroughly the Enumeration Manual.</u></p>

Points to cover

Procedure

Worked - ★ W

★ Have trainees turn to Page 45 in the Enumeration Manual and follow as you read.

★ Worked: This includes persons who worked for pay or profit, or worked without pay in an enterprise owned and operated by a related member of the household.

Examples of whom to classify as "worked"

- (1) worked for wages, salary, at piece rates, on commission, for tips, for board or lodging, or for payment in kind in private or government employment.
- (2) worked for profit or fees in his own business or profession, or on his own farm. This includes a person who worked for profit or fees in her own home, such as a woman who took in laundry or sewing.
- (3) worked without money wages or salary, at tasks (other than home housework) which contributed to the operation of a farm or business owned and operated by some member of the household, related by blood or marriage, such as a grocer's wife who worked in the store without wages.
- (4) worked in connection with renting rooms or providing meals for boarders.
- (5) spent time in the operation of a business or profession even though no sales were made nor professional services rendered, such as a lawyer spending his time in his office waiting for clients.
- (6) spent time at a military camp as a member of a reserve unit.

Explain that such persons as are listed in the next section will not be included in the class worked.

★ Read as follows from Page 46 of the Enumeration Manual.

Points to cover	Procedure
	<p>Do not include the following in "Worked" -</p> <ol style="list-style-type: none"> <li>(1) worked without money pay for a related member of the household at tasks which did not contribute to the operation of a farm or business, e.g., home housework, cutting the lawn, painting the garage, weeding the kitchen garden.</li> <li>(2) worked without money pay for a related member of the household who does not own and operate a farm or business, but who is himself an employee.</li> <li>(3) worked without pay either in cash or kind for a member of the household to whom he is not related by blood or marriage.</li> <li>(4) worked without pay either in cash or kind for a related person who is not a member of the same household.</li> <li>(5) worked without pay either in cash or kind as a volunteer worker for organizations of all types (Red Cross, charitable organizations, church groups, etc.).</li> </ol> <p>★ Ask: How would you mark Mary Smith, who helps her husband all day in the store?</p> <p>Ans. "Worked" (See Section 3 above, under "Worked").</p> <p>★ Ask: Mrs. Johnston works without pay for the Red Cross. Would you mark her as "Worked"? Why?</p> <p>Ans. No. For Census purposes, voluntary work of this nature is not included in the category "Worked". (See Section 5 above, under 'Do not include the following in "Worked"'.)</p> <p>★ Have trainees follow this section in the Enumeration Manual (Page 46) as you briefly summarize it.</p> <p>★ Use the enlarged Form 2 to point out how each of the various activities are classified.</p>

With a Job  
but not - ★ J  
at Work

Points to cover	Procedure
<p>Looked for Work - ★ L</p>	<p>Explain that the oval ★ J will be <u>marked for persons who had a job or business, but were absent from it during the week ending June 2, 1951, for any of the following reasons:-</u></p> <ul style="list-style-type: none"> <li>(i) Illness</li> <li>(ii) Bad weather - e.g., fishing, fruit picking</li> <li>(iii) Vacation - e.g., school-teaching (Includes vacations with or without pay, provided the job is being held for the person).</li> <li>(iv) Labour dispute - e.g., strikes, lockouts</li> <li>(v) Temporary layoff - i.e., persons laid off with definite instructions to return to work in 30 days.</li> <li>(vi) Had a new job to go to - i.e., a definite job to <b>report</b> to within 30 days after June 2nd, 1951.</li> <li>(vii) Any other reason - e.g., death in family, fire, quarantine, etc.</li> </ul> <p>★ Have trainees follow this section in the Enumeration Manual (Page 47) while you summarize the following points.</p> <p><u>Looked for work</u> - includes persons who "actively looked for work during the week ending June 2nd, 1951".</p> <p>Explain that "<u>actively looked for work</u>" includes persons who made efforts to obtain a job, or establish a business or professional practice.</p> <p><u>Examples</u> - registration in a government employment office</p> <ul style="list-style-type: none"> <li>- meeting with prospective employers</li> <li>- placing or answering advertisements</li> <li>- writing letters of application</li> <li>- working without pay in order to gain experience</li> </ul> <p>Point out that this category also includes persons <u>who would have actively looked for work except for -</u></p> <ul style="list-style-type: none"> <li>(i) <u>temporary illness</u> of the person concerned</li> </ul>

Points to cover

Procedure

- (ii) indefinite lay-off - i.e., with no definite instruction to return to work within 30 days, but expecting to be recalled at some time.

Note - This does not include persons who work only off and on of their own volition.

- (iii) belief that no work was available in their community, suitable to their particular skill.

Note - This does not include persons not actively looking for work because they are too old, too young, or handicapped in any way.

Keeping House - H

★ Have trainees follow while you read this section from the Enumeration Manual (Page 47).

Keeping House - Mark this oval for persons who -

- (1) were occupied with their own housework
- (2) were helping another member of the household with the housework, such as an unmarried daughter assisting her mother
- (3) would have been keeping house except for temporary illness
- (4) were engaged in the management of their own homes or children, even though the actual housework was done by servants under their direction.

Point out that this category does not include "paid" housekeepers or other "paid" domestic helpers. These should be marked as "Worked".

Going to school - S

★ Have trainees follow Page 48, in the Enumeration Manual while you summarize the section, thus -

Going to school includes, persons who during the week ending June 2, 1951, attended -

- (i) any public or private school
- (ii) any university
- (iii) any trade or vocational school in which students do not receive compensation in money or kind.



Points to cover	Procedure
	<p><u>Note</u> - <u>Include</u> as "going to school" -</p> <ul style="list-style-type: none"> <li>(i) <u>veterans</u> receiving maintenance grants while attending school or university</li> <li>(ii) <u>persons who would have been at school</u>, except for temporary illness or short vacation during the school term</li> </ul> <p><u>Do not include</u> as "going to school" -</p> <ul style="list-style-type: none"> <li>(i) <u>nurses-in-training</u> - they should be marked "Worked"</li> <li>(ii) <u>students on extended vacation</u> - they should be marked in the oval which describes their chief activity.</li> </ul> <p>Retired or - R Summarize the points in the Enumeration Manual, Page 48, Voluntarily Idle as follows:-</p> <p><u>Include as Retired or Voluntarily Idle</u> -</p> <ul style="list-style-type: none"> <li>(i) Persons retired on pension</li> <li>(ii) Persons with independent incomes</li> <li>(iii) Young persons, not working (and who are not looking for work)</li> <li>(iv) Persons in the "off-season" for a continuous period of 30 days or more.</li> </ul> <p><u>Do not include as Retired or Voluntarily Idle</u> -</p> <p>School teachers or professors on summer vacation - if they have made definite arrangements to resume teaching in the Fall. These should be marked "With a job but not at work".</p>
Other - Oth	<p>Explain that these are persons whose chief activity does not fit into any of the previously mentioned classifications. Most of these have been mentioned as being excluded from the class "Worked".</p> <p>Cite such examples as -</p> <ul style="list-style-type: none"> <li>(i) <u>volunteer workers</u> for such organizations as Red Cross, church, etc.</li> <li>(ii) <u>persons working without pay</u> <ul style="list-style-type: none"> <li>(a) for a household member who does not operate his own farm or business</li> <li>(b) for a relative or other person not a member of the household</li> </ul> </li> <li>(iii) <u>prisoners and patients</u> enumerated in institutional households.</li> </ul>

Points to cover	Procedure
<p>Permanently - U Unable to work</p>	<p>Explain that this group includes persons who are permanently unable to work because of -</p> <ul style="list-style-type: none"> <li>(i) old age</li> <li>(ii) physical or mental disability</li> <li>(iii) chronic illness</li> </ul> <p><u>Note</u> - (i) The <u>person interviewed</u>, not the enumerator, <u>must decide</u> whether or not a disability or illness is of a permanent or temporary nature.</p> <p>(ii) A person who is unable to do the work himself, but who owns a business and hires others to do the work, should be classified as "Worked".</p>
(c) Brief review	<p>If time permits ask the following questions.</p> <p>★ Ask: Which oval would you mark in Question 20 for Allan Thompson, a recent graduate from university. He did not work during the week ending June 2, 1951, but had agreed to start work on June 15th for the Ontario Tool Co?</p> <p>Ans. Mark "With a job but not at work". He had a job to go to within 30 days of June 2.</p> <p>★ Ask: What oval would you mark for Monica James who kept house for her husband all week, but also worked three nights as a waitress in a local restaurant?</p> <p>Ans. Mark "Keeping house" as this was her <u>major</u> activity.</p> <p>★ Ask: Jack Johnson and George Brown were laid off by the Supreme Tool and Die Corporation on May 25, 1951. Johnson was told to report back on June 15th, but Brown was given no definite instruction. He expected to be called back at some time however. What oval will you mark (a) for Johnson? (b) for Brown?</p> <p>Ans. (a) Mark "With a job but not at work" since he was to return within 30 days.</p> <p>(b) Mark "Looked for work", since although he did not actively look for work, he expected to be called back to his old job.</p>

Points to cover	Procedure
(d) Question 21	<p>★ Ask: What oval will you mark for Jack Smith? He is a farmer who directs the operation of the farm, but does not do much active work on it himself.</p>
<p>IN ADDITION DID THIS PERSON DO ANY WORK FOR PAY OR PROFIT?</p>	<p>Ans. "Worked", since he still directs the management of his farm.</p>
	<p>★ Ask: Sister Mary Frances is a nurse in Notre Dame Hospital, a home for incurables. What oval will you mark - (a) for Sister Mary Frances? (b) for the patients?</p>
	<p>Ans. (a) Mark "Worked" - she is a part of an institutional household, but not a patient. (b) Mark "Other" - since patients in institutional households are to be thus marked.</p>
	<p>Emphasize again that Question 21 is to be asked <u>only</u> if an oval other than "Worked" or "Permanently Unable to Work" is marked in Question 20.</p>
	<p>Trainees must remember that this question, too, applies to the week ending June 2, 1951.</p>
	<p>★ Have trainees examine the reverse side of Form 2, noting the ovals in Question 20 enclosed by the bracket with the arrow pointing to Question 21.</p>
	<p>★ Point this out on the enlarged Form 2.</p>
	<p>Note - (i) If one of the ovals thus bracketed is marked, there must be an entry in Question 21 - either "★ Yes" or "No".</p> <p>(ii) Female unpaid family workers on farms, who are marked "Keeping House" in Question 20, will be marked "<u>★ Yes</u>" in Question 21, <u>only if</u> they devoted one hour or more during the week ending June 2, 1951 to <u>farm work other than home housework and household chores.</u></p>
	<p>★ Cite examples of whom to mark "★ Yes" in Question 21, as found in the Enumeration Manual, Page 49.</p>

Points to cover	Procedure
	<p>(i) a housewife - marked <u>Keeping House</u> in Question 20 - helping her husband in his business</p> <p>(ii) a student - marked <u>Going to School</u> in Question 20 - working after school hours or on Saturday</p> <p>(iii) a retired person - marked <u>Retired or Vol. Idle</u> in Question 20 - working part time</p> <p>(iv) a person - marked <u>Looked for Work or With a Job but Not at Work</u> in Question 20 - who did some work</p>
<p>(e) Question 22</p> <p>HOW MANY HOURS DID THIS PERSON WORK?</p>	<p>★ Have trainees examine this question on the reverse side of Form 2, noting that it, too, applies to the week ending June 2, 1951.</p>
	<p>By questioning the trainees, establish which persons will have an entry in Question 22.</p> <p>★ Ask: From your observation of the document, what persons will require an entry in Question 22?</p> <p>Ans. (i) Persons marked "Worked - ★ W" in Question 20.</p> <p>(ii) Persons marked "★ Yes" in Question 21.</p> <p>★ Verify these answers by pointing out the arrow guides on the enlarged Form 2.</p>
	<p>Emphasize that enumerators must -</p> <p>(i) obtain the <u>actual hours worked</u> during the week ending June 2, 1951, <u>not</u> the usual or average hours worked.</p> <p>(ii) <u>count time worked to the nearest hour.</u></p> <p>(iii) <u>count the total hours worked</u>, if more than one job held.</p> <p>(iv) <u>exclude time off for lunch.</u></p> <p>(v) <u>exclude time spent on home housework, and household chores</u> such as cutting lawn, painting the garage, etc.</p> <p>(vi) <u>estimate hours worked</u>, if impossible to obtain a precise answer.</p>

Points to cover	Procedure
	<p>* Have trainees turn now to the entries for Questions 20, 21 and 22 in the Specimen Booklet.</p> <p>* Mark the enlarged Form 2, as indicated on the Specimen document for Mrs. Martin. As you do so, point out that -</p> <p>(i) Mrs. Martin had apparently stated that she spent most of her time during the week ending June 2nd, "Keeping House".</p> <p>(ii) Therefore, in Question 20, the oval "H" is marked.</p> <p>(iii) Since "H" is bracketed, Question 21 was asked.</p> <p>(iv) Mrs. Martin stated "Yes" she did some work for pay or profit during that week in addition to Keeping House.</p> <p>(v) Since "★ Yes" was marked in Question 21, an entry was needed in Question 22. Her response resulted in "15-24" being marked.</p> <p>* Have trainees examine the Specimen document for Jean Martin, in the same household.</p> <p>Point out that (i) she spent most of her time that week "Looking for Work".</p> <p>(ii) since "★ L" is bracketed, Question 21 was asked.</p> <p>(iii) since her answer in Question 21 was "No", Question 22 was not asked.</p> <p>* If time permits examine the entries for these questions on the other Specimen documents. If not, suggest trainees study them at home.</p> <p>Explain that the <u>asterisks</u> in Questions 20 and 21 are <u>the guides</u> as to whether or not Questions 23-27 should be asked.</p> <p>* Show trainees on the enlarged Form 2 that these asterisks appear before "★ W", "★ J", and "★ L" in Question 20 and "★ Yes" in Question 21.</p> <p>Emphasize that <u>if any one of these ovals is marked, Questions 23-27 must be asked, as is indicated on Form 2 above this section.</u></p>
<p>(f) General remarks concerning Questions 23-27</p> <p>(i) When to ask these questions</p>	

Points to cover	Procedure				
<p>(ii) Employment to which they refer</p>	<p>Explain that Questions 23-25 and 27 refer to this person's employment during the <u>week ending June 2, 1951</u>,</p> <p>except (i) if the <u>person is not working</u> that week, questions refer to his <u>most recent employment</u>.</p> <p>(ii) persons who have never worked, but are looking for work. These will have <u>no entry</u> in Question 23, 24 and 27, but will have an entry "None" in Question 25.</p> <p>Emphasize that <u>Question 26</u> refers to the person's <u>usual occupation or activity</u>.</p> <p>★ Have trainees note that this instruction is printed on the document for their constant reference.</p>				
<p>(iii) Care must be taken with written entries</p>	<p>Warn trainees to be very careful in writing in the entries in Questions 23-26. <u>At no time must they run over the allotted space</u>.</p> <p>★ Using the enlarged Specimen, show how careless entries might run into a column containing ovals, (e.g., careless entries in Questions 23-26 running into Question 22 or 27). If this happens, the machine will be affected in such a way that the document will not be accurately punched.</p>				
<p>(g) Question 23.</p> <p>NAME OF FIRM OR BUSINESS</p> <p>(For whom did this person work?)</p>	<p>Explain that the entries for this question will be made according to the following rules:-</p> <table border="0"> <tr> <th data-bbox="336 947 704 981"><u>Entry in Question 20 or 21</u></th><th data-bbox="704 947 962 981"><u>Entry in Question 23</u></th></tr> <tr> <td data-bbox="336 981 704 1286"> <p>(i) "★ Worked" in Question 20 - or "★ Yes" in Question 21</p> </td><td data-bbox="704 981 962 1286"> <p>The name of the firm or business in which the work was done. (Note - If the shop, store, etc., is not operated under a firm name, enter the name of the person who operated it, e.g., a carpenter working for J. A. Brown would report "J. A. Brown", as would J. A. Brown himself).</p> </td></tr> </table>	<u>Entry in Question 20 or 21</u>	<u>Entry in Question 23</u>	<p>(i) "★ Worked" in Question 20 - or "★ Yes" in Question 21</p>	<p>The name of the firm or business in which the work was done. (Note - If the shop, store, etc., is not operated under a firm name, enter the name of the person who operated it, e.g., a carpenter working for J. A. Brown would report "J. A. Brown", as would J. A. Brown himself).</p>
<u>Entry in Question 20 or 21</u>	<u>Entry in Question 23</u>				
<p>(i) "★ Worked" in Question 20 - or "★ Yes" in Question 21</p>	<p>The name of the firm or business in which the work was done. (Note - If the shop, store, etc., is not operated under a firm name, enter the name of the person who operated it, e.g., a carpenter working for J. A. Brown would report "J. A. Brown", as would J. A. Brown himself).</p>				

Points to cover	Procedure
(ii) "With a Job, but not at Work" in Question 20 and "No" in Question 21	- The name of the firm or business in which he <u>had a job</u> .
(iii) "Looked for Work" in Question 20 and "No" in Question 21	- (a) The name of the firm or business in which the person <u>last worked</u> . (b) If the person <u>never worked</u> before (e.g., a recent graduate from school), leave Questions 23 and 24 <u>blank</u> but enter "none" in Question 25.
<u>Instructions for dealing with difficult cases</u>	
(i) For persons who have had more than one job during the week ending June 2, 1951	- Enter the name of the firm or business in which he worked the greatest number of hours.
(ii) For persons employed in government service	- Enter "Federal Government", "Provincial Government", or "Municipal Government", as required. Note - "Municipal government" includes persons employed by local school authorities, i.e., school boards, districts or corporations, or boards of education.
(iii) For persons employed in government commercial or other enterprises, Crown companies or corporations (including:- - transportation companies or services, - electric light and power utilities, - telephone and water works utilities, - street railways or bus lines)	- Enter the name of the enterprise, company or organization.

Points to cover	Procedure
	<p>* Have trainees note the section on Page 50 of the Enumeration Manual which gives typical examples of the names of such enterprises etc., as are mentioned above. Remind them to use this list for reference purposes.</p> <div data-bbox="372 343 885 884" style="border: 1px solid black; padding: 10px;"> <p>Bank of Canada</p> <p>Polymer Corporation</p> <p>Nova Scotian Hotel</p> <p>Alberta Government Telephones</p> <p>Canadian National Railways</p> <p>Toronto Transportation Commission</p> <p>Windsor Utilities Commission</p> <p>Eldorado Mining and Refining Company Limited</p> <p>Canadian National Steamships Limited</p> <p>Ontario Hydro Electric Power Commission</p> <p>Pacific Great Eastern Railway</p> <p>Ottawa Hydro Electric Commission</p> <p>Sandwich, Windsor and Amherstburg Railway (bus lines)</p> </div> <p>(h) Question 24</p> <p><b>INDUSTRY</b></p> <p>(What kind of business or <b>industry</b> is this? - e.g., rubber shoes manufacturing, drugs-retail trade, grain farming, etc.)</p> <p>* Have trainees study Question 24 on the document.</p> <p>Emphasize again that the correct response will be obtained much more readily, if the wording on the document is always used.</p> <p>Point out that -</p> <p>(1) Question 24 requires a separate and different entry to Question 23.</p> <p>In Question 24, the enumerator must <u>indicate the product produced, the service rendered, etc., by the firm reported in Question 23.</u></p>



Points to cover	Procedure												
	<p>(ii) <u>Two words, at least, are required to correctly answer this question. One word entries such as "factory", "construction", "manufacturing", "store", etc., are not acceptable, nor are general terms such as "shop", "mill", "foundry", "mine", "farm", "trade", "public utility", etc. Such terms need a qualifying word or words, e.g., "railway car shop", "brass foundry", "gold mine", "grain farm", etc.</u></p> <p>(iii) The entry will have two parts -</p> <p>(a) the <u>main division</u> of industry, as farming, manufacturing, construction, service, transportation, wholesale or retail trade, etc.</p> <p>(b) the <u>type of industry</u>.</p> <p>Explain manner of deciding <u>type of industry</u> as follows:-</p> <p>(i) If the main division of industry is farming, the type of farm as determined by the principal product grown must be shown, e.g., <u>dairy farming</u>, <u>grain farming</u>.</p> <p>(ii) If the main division is wholesale or retail trade, the product principally handled must be shown, e.g., retail <u>meat</u>, retail <u>hardware</u>, etc., or wholesale <u>fruit</u>, wholesale <u>drugs</u>, etc.</p> <p>(iii) If the main division of industry is a type of service, either professional or personal, the type of service performed must be shown, e.g., <u>domestic service</u>, <u>restaurant service</u>, <u>medical service</u>, <u>religious service</u>, etc.</p> <p>* Have trainees note the examples of "complete entries" in the Enumeration Manual, Page 51.</p> <p>* Point out that both the main division and type of industry are indicated in these entries.</p> <div style="border: 1px solid black; padding: 10px; margin-top: 20px;"> <p>Examples of complete entries, with the main division of industry underlined, are:</p> <table> <tr> <td>telephone <u>communication</u></td><td>auto <u>repair shop</u></td></tr> <tr> <td>automobile <u>manufacturing</u></td><td>iron <u>foundry</u></td></tr> <tr> <td>building <u>construction</u></td><td>gold <u>mining</u></td></tr> <tr> <td><u>wholesale</u> grocery</td><td>public library <u>service</u></td></tr> <tr> <td><u>retail</u> hardware</td><td>salmon <u>fishing</u></td></tr> <tr> <td><u>restaurant</u> <u>service</u></td><td>copper <u>smelting</u></td></tr> </table> </div>	telephone <u>communication</u>	auto <u>repair shop</u>	automobile <u>manufacturing</u>	iron <u>foundry</u>	building <u>construction</u>	gold <u>mining</u>	<u>wholesale</u> grocery	public library <u>service</u>	<u>retail</u> hardware	salmon <u>fishing</u>	<u>restaurant</u> <u>service</u>	copper <u>smelting</u>
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<u>restaurant</u> <u>service</u>	copper <u>smelting</u>												

Points to cover	Procedure
	<div style="display: flex; justify-content: space-between;"> <div style="width: 45%;"> <u>steam railway transportation</u>   <u>dairy farming</u> </div> <div style="width: 45%;"> <u>retail department store</u>   <u>domestic service</u> </div> </div>
	<p>Explain that certain firms carry on several types of business in one or more establishments.</p> <p style="text-align: center;">* Have trainees follow in the Enumeration Manual, Page 51, as you read the explanation of how to handle this problem.</p> <div style="border: 1px solid black; padding: 10px; margin-top: 20px;"> <p><u>Kind of business:</u> In reporting the kind of business or industry it is necessary to distinguish between single and multiple establishment businesses.</p> <p>A <u>single establishment business</u> conducts its entire business in one location only. In answering Question 24 you must describe the major business or industrial activity. For example, a factory whose out-put is 60 per cent furniture and 40 per cent toys should be reported as a furniture factory. If a person works in the drug section of a department store, enter <u>retail department store</u> in Question 24 and <u>not retail drugs</u>. In the case of an establishment doing both wholesale and retail business, report according to the bulk of the business done.</p> <p>A <u>multiple establishment business</u> is one where business is conducted in different plant locations. These may be in the same town or city or in different towns or cities. In the case of these enter in Question 24, a precise description of the <u>major business or industrial activity carried on by the establishment in which the individual being enumerated was employed</u>. Examples of multiple establishment businesses are: Canadian Industries Limited, Canadian National Railways, Canada Packers Limited, T. Eaton Co., Imperial Oil Ltd., Hudson Bay Co., Winnipeg Electric Co., Forest Products Can.Ltd., etc.</p> </div>

Points to cover	Procedure
	<p>Point out further, that for persons employed in -</p> <p>(i) <u>Government Services</u> (whether federal, provincial or municipal) the name of the branch or service, bureau, agency, board, commission, etc., and the name of the department of the government concerned must be entered, e.g., <u>Experimental Farm Service, Department of Agriculture</u>.</p> <p>★ Refer trainees to Page 52 of the Enumeration Manual for further examples.</p> <p>(ii) <u>Government commercial or other enterprises, Crown companies or corporations, etc.</u>, the major business or industrial activity of that particular establishment must be entered, e.g., steam railway transportation, hotel service, railway car shops, etc., (for the Canadian National Railways).</p> <p>★ Refer trainees to Page 52 of the Enumeration Manual for further examples.</p> <p>(i) Question 25</p> <p>OCCUPATION</p> <p>(What kind of work did this person do in this industry? e.g., office clerk, sales clerk, auto mechanic, iron moulder, graduate nurse, etc.)</p> <p>Explain that the entry required for this question is a <u>description of the occupation at which the person worked in the industry or service reported in Question 24.</u></p> <p>This description - should be brief, but</p> <ul style="list-style-type: none"> <li>- should clearly indicate the duties performed on the job, <u>and thus</u></li> <li>- will mostly require two or more words to indicate the occupation correctly.</li> </ul> <p>★ Read examples of the type of entry required from the Enumeration Manual, Page 53.</p>

Points to cover	Procedure																						
	<table><tr><td>telephone operator</td><td>mine foreman</td></tr><tr><td>filing clerk</td><td>radio repairman</td></tr><tr><td>sales clerk</td><td>carpenter</td></tr><tr><td>bank teller</td><td>registered nurse</td></tr><tr><td>lawyer</td><td>practical nurse</td></tr><tr><td>clergyman</td><td>sewing machine operator</td></tr><tr><td>music teacher</td><td>farmer</td></tr><tr><td>civil engineer</td><td>bellboy</td></tr><tr><td>locomotive engineer</td><td>auto mechanic</td></tr><tr><td>farm labourer</td><td></td></tr><tr><td>iron moulder</td><td></td></tr></table> <p>For persons who have never worked but are looking for their first job, enter "none".</p>	telephone operator	mine foreman	filing clerk	radio repairman	sales clerk	carpenter	bank teller	registered nurse	lawyer	practical nurse	clergyman	sewing machine operator	music teacher	farmer	civil engineer	bellboy	locomotive engineer	auto mechanic	farm labourer		iron moulder	
telephone operator	mine foreman																						
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civil engineer	bellboy																						
locomotive engineer	auto mechanic																						
farm labourer																							
iron moulder																							
	<p>Warn trainees <u>not to accept vague, incomplete terms</u> such as "clerk", "operator", "foreman", etc. If such answers are given, <u>question further</u> to discover the exact nature of the person's work. Typical examples and the method of dealing with them are outlined on Page 53 of the Enumeration Manual. These must be studied carefully.</p> <p>* Have trainees follow the Enumeration Manual while you summarize these special cases as follows:-</p> <table><tr><td><u>Do not accept</u></td><td></td><td><u>Accept</u></td></tr><tr><td>labourer</td><td>-</td><td>farm labourer</td></tr><tr><td></td><td></td><td>construction labourer</td></tr><tr><td></td><td></td><td>rock digger</td></tr><tr><td></td><td></td><td>sewer digger</td></tr><tr><td></td><td></td><td>garden labourer, etc.</td></tr></table>	<u>Do not accept</u>		<u>Accept</u>	labourer	-	farm labourer			construction labourer			rock digger			sewer digger			garden labourer, etc.				
<u>Do not accept</u>		<u>Accept</u>																					
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		rock digger																					
		sewer digger																					
		garden labourer, etc.																					

Points to cover	Procedure
clerk	- file clerk shipping clerk time clerk sales clerk, etc. ( <u>Note</u> - typists, accountants, bookkeepers, cashiers, etc., should be classified as such, not as clerks).
nurse	- registered nurse nurse-in-training practical nurse nursemaid
engineer	- civil engineer locomotive engineer stationary engineer chemical engineer, etc.
agent	- insurance agent real estate agent advertising agent purchasing agent, etc.
civil servant	- the specific occupational duty, as economist office clerk stenographer administrative officer architect, etc.
nun or brother	- the specific type of work performed, as, school teacher registered nurse nurse-in-training music teacher cook farmer, etc.
the trade or occupation to which persons in the Active Armed Forces are assigned	- the <u>rank</u> of these persons in the Active Armed Forces
the usual occupation or the trade or occupation to which persons in a Reserve Unit at a Military Camp are assigned	- the <u>rank</u> of these persons in the Reserve Unit

Points to cover	Procedure															
	<p>Explain that (i) <u>farmer</u> is the term to be used for the person who owns or operates a farm.</p> <p>(ii) <u>farm labourer</u> or <u>farm hand</u> should be entered for farm employees or unpaid family workers.</p> <p>(iii) <u>farm manager</u> is to be used for the person hired by the owner to manage a farm.</p> <p>(iv) <u>farm foreman</u> should be entered for the person who directs the farm work under the supervision of the manager or owner.</p> <p>Point out that certain occupational terms which have different meanings must not be used interchangeably.</p> <p>Do not confuse -</p> <table><tr><td><u>painter and decorator</u></td><td>with</td><td><u>interior decorator</u></td></tr><tr><td><u>executive secretary</u></td><td>"</td><td><u>clerical secretary</u></td></tr><tr><td><u>machinist</u></td><td>"</td><td><u>machine operator</u></td></tr><tr><td><u>canvasser</u></td><td>"</td><td><u>huckster</u></td></tr><tr><td><u>physicians and surgeons</u></td><td>"</td><td><u>osteopaths</u> <u>dentists</u> <u>chiropractors</u> <u>veterinarians</u></td></tr></table> <p>* Refer trainees to Page 54 of the Enumeration Manual for the detailed distinctions concerning these terms.</p> <p>Remind trainees that (i) "None" will be entered in Question 25 and Questions 23 and 24 left blank, for any persons 14 years of age and over who have never worked.</p> <p>(ii) persons who were <u>unemployed</u> during the week ending June 2, 1951 should report their last occupation in Question 25.</p>	<u>painter and decorator</u>	with	<u>interior decorator</u>	<u>executive secretary</u>	"	<u>clerical secretary</u>	<u>machinist</u>	"	<u>machine operator</u>	<u>canvasser</u>	"	<u>huckster</u>	<u>physicians and surgeons</u>	"	<u>osteopaths</u> <u>dentists</u> <u>chiropractors</u> <u>veterinarians</u>
<u>painter and decorator</u>	with	<u>interior decorator</u>														
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Points to cover	Procedure										
(j) Question 26	Emphasize that (i) this question refers to the full year ending May 31, 1951.										
USUAL OCCUPATION	(ii) it must be asked for any person reporting an occupation or "None" in Question 25.										
(Is the occupation reported in Question 25 this person's usual occupation or activity?)	Define "usual occupation or activity" as the occupation or activity at which a person spent the greater part of his time during the 12 month period prior to June 2, 1951.										
	Instruct trainees to -										
	<p><u>Mark "yes"</u> - if a person's usual occupation is the same as that reported in Question 25.</p> <p><u>Mark "no"</u> - if a person's usual occupation differs from that reported in Question 25.</p> <p>and</p> <p>write in usual occupation</p> <p><u>Mark "no"</u> - (i) if a person does not usually work for pay or profit, or as an unpaid worker on a farm or in a family business.</p> <p>and</p> <p>write in the usual activity followed</p> <p>(as "Keeping house", "Going to school", etc.) - (ii) if a person is reported as "None" in Question 25.</p>										
	<p>★ Ask: What entries would you make in Questions 23-26 for Jack Jackson, who has been working as a clerk in the shipping department of T. Eaton Co. Ltd. For 8 of the past 12 months he worked for a local cartage firm, helping a truck driver.</p>										
Ans.	<table> <thead> <tr> <th>Question</th><th>Entry</th></tr> </thead> <tbody> <tr> <td>23</td><td>T. Eaton Co. Ltd.</td></tr> <tr> <td>24</td><td>retail department store</td></tr> <tr> <td>25</td><td>shipping clerk</td></tr> <tr> <td>26</td><td>No - truck driver's helper</td></tr> </tbody> </table>	Question	Entry	23	T. Eaton Co. Ltd.	24	retail department store	25	shipping clerk	26	No - truck driver's helper
Question	Entry										
23	T. Eaton Co. Ltd.										
24	retail department store										
25	shipping clerk										
26	No - truck driver's helper										

Points to cover

Procedure

★ Have trainees study the Specimen document for Michael J. Petigorsky, noting the entries made in Questions 23-26.

★ Ask: What entries would you make in Questions 23-26 for a young girl who has just finished school. She is looking for her first job.

Ans.	Question	Entry
	23	Leave blank
	24	Leave blank
	25	None
	26	No - Student

★ Have trainees study the entries on the Specimen document for Jean Martin, noting that Questions 23-26 have been filled in, in accordance with the rules above.

★ Draw attention also to the entries for Mrs. Martin and fill in these questions on your enlarged document accordingly.

(k) Question 27

CLASS OF  
WORKER

Emphasize again that this question is to be asked if "AN", "AJ", or "AL" is marked in Question 20 or "Yes" in Question 21. The only exception to this will be when the entry "None" is entered in Question 25.

Point out the following:-

- (i) Position on the document - there is a possibility that Question 27 may be missed because of its position. Trainees must take special care to make an entry for this question when required.
- (ii) Question 27 refers to the week preceding June 2, 1951.

(i) Wage or  
Salary  
Earner

Explain that this oval will be marked for all persons who worked for -

- (i) wages or salary
- (ii) piece rates
- (iii) commissions or tips
- (iv) payment in kind or board and room



Points to cover	Procedure
(ii) Own-Account	<p>* Have trainees study examples given in the Enumeration Manual, Page 55.</p>
	<ul style="list-style-type: none"><li>(a) insurance salesman working on commission.</li><li>(b) waitress working for tips.</li><li>(c) government employee.</li><li>(d) salaried manager of a bank.</li><li>(e) university professor, or school-teacher.</li><li>(f) executive of a Hydro Electric Power Commission.</li><li>(g) person on jury duty.</li><li>(h) store clerk.</li><li>(i) cleaning woman who works for different people each day.</li></ul>
	<p>Point out that to be classed as an "own-account", a person</p> <ul style="list-style-type: none"><li>(i) must have worked during the week ending June 2, 1951 in a business or profession owned and operated by himself</li><li>and (ii) he must not have had any paid employees in that business.</li></ul>
	<p>Examples of such persons are listed in the Enumeration Manual.</p>
	<p>* Have trainees follow as you read the excerpt below from Page 55 of the Enumeration Manual.</p>
	<ul style="list-style-type: none"><li>(a) farmer who has no paid help (may have unpaid family workers).</li><li>(b) proprietor of a grocery store who does not hire anybody to assist him.</li></ul>

Points to cover	Procedure
	<p>(c) doctor, lawyer, or other professional person who works for fees and hires no assistants, receptionists, nurse, secretary, etc. (He may hire a maid in his own home, but since this is not in connection with his business he would still be classed as "own-account").</p> <p>(d) woman who operates a boarding or rooming house and does not hire anyone to assist her.</p> <p>(e) partner in a business in which no salaried persons are employed.</p> <p>(f) huckster who neither employs any paid workers, nor is employed by another person.</p> <p>(g) retail oil agent who buys oil in bulk from an oil company and resells it.</p> <p>(h) a skilled tradesman who does not hire any person to work for him, and who does sub-contract work for larger contractors. (For the occupation of such a person enter his skilled trade, e.g., "carpenter").</p> <p>(iii) Employer</p> <p>Explain that to be classed as an <u>employer</u>, a person</p> <p>(i) must have operated his own business, farm or profession</p> <p>and (ii) have employed paid helpers or workers in connection with that business, during the week ending June 2, 1951.</p> <p>Emphasize that <u>enumerators are not to include</u> as employer any superintendent, manager, foreman or executive hired to manage an establishment or business.</p>

Points to cover	Procedure
(iv) No Pay	<p>A person employed by a company, may hire or fire other people, but since he does not operate his own business, he <u>cannot himself be considered an "employer"</u>.</p> <p>★ Read the following examples of "employers" from the Enumeration Manual, Page 56.</p>
	<p><u>Examples of employers:</u></p> <ul style="list-style-type: none"> <li>(a) farmer who hires a man to help on his farm for money wages, room and board, or payment in kind, or who pays regular money wages to his son or other relative to work on the farm.</li> <li>(b) a partner in a business which employs wage or salary workers.</li> <li>(c) physician, dentist, or other professional person who works for fees, and hires one or more paid workers in the operation of his profession.</li> <li>(d) a contractor who hires one or more helpers.</li> </ul>
	<p>Enumerators will mark as "No Pay" workers, any <u>person who worked without pay on a farm or in a business owned and operated by a member of the household to whom he is related by blood or marriage.</u></p> <p><u>Note</u> - The work done must have contributed to the operation of this family enterprise. Thus - a grocer's son who helps run his father's store with no fixed wages will be classed as "No Pay".</p> <p>★ Read the following examples from the Enumeration Manual, Page 56.</p>

Points to cover

Procedure

Examples of no pay workers:

- (a) a farmer's son who helps his father on the farm without pay during his vacation from school or after school hours.
- (b) a woman who works in her husband's grocery store without wages or salary.
- (c) the wife of a physician with his own medical practice who keeps her husband's books and other records without wages or salary.
- (d) a fisherman's son who works without pay in a fishing boat owned by a member of the family.

Do not include as "unpaid family workers" the following:

- (a) the son of a school caretaker who helps his father without pay.  
(Reason: the father is himself an employee and it was not his own business in which his son was helping him).
- (b) a son working in the family's vegetable garden (non-commercial).
- (c) a daughter who helped her mother with the housework.  
(Reason: such work has no direct connection with the family's farm or business).

Points to cover	Procedure
<p>(1) Question 28</p> <p>WEEKS WORKED FOR WAGES AND SALARY</p> <p>(During 12 months prior to June, 1951)</p>	<p>Emphasize that Questions 28 and 29 are to be marked <u>only</u> for persons reported as <u>wage or salary earners</u> in Question 27.</p> <p>★ Have trainees note the heading over these two questions on the document, and the arrow leading from the wage or salary earner oval in Question 27.</p> <p>Stress also -</p> <ul style="list-style-type: none"> <li>(i) That the weeks worked as a wage or salary earner are for the 12 month period prior to June, 1951. The oval to be marked, is the one which contains that figure.</li> <li>(ii) Time worked as an employer, own account, or no pay worker is to be <u>excluded</u>.</li> <li>(iii) Include time for holidays and sick leave <u>with pay</u>.</li> <li>(iv) School-teachers and professors who teach a full school term should be marked in the "50-52" weeks oval.</li> <li>(v) <u>Part-time employment should be converted to a full-time weekly basis, e.g., if a person worked three days a week for 26 weeks, the "10-14" oval should be marked.</u></li> </ul>
<p>(m) Question 29</p> <p>WAGE AND SALARY EARNINGS</p> <p>(During 12 months prior to June, 1951)</p>	<p>Emphasize the following:-</p> <ul style="list-style-type: none"> <li>(i) The money earnings to be reported in this question are only for the weeks worked as Wage or Salary Earner. <u>Do not include money earned by a person as "Employer" or "Own-Account".</u></li> <li>(ii) Mark the oval "None" for persons who worked solely for room, board, tuition or payment in kind.</li> </ul>

Points to cover	Procedure
	<p>★ Have trainees turn to Page 57 in the Enumeration Manual and read the following:-</p> <div style="border: 1px solid black; padding: 10px; margin: 10px 0;"> <p><u>Include:</u></p> <ol style="list-style-type: none"> <li>(1) Money received as wages, salary, commission, tips, and piece rate payments.</li> <li>(2) Money deducted from pay for income tax, unemployment insurance, bonds, medical plans, union dues, insurance plans or any other similar deduction.</li> </ol> <p><u>Do not include:</u></p> <ol style="list-style-type: none"> <li>(1) Income from investment, unemployment insurance benefits, workmen's compensation, or from other similar sources.</li> <li>(2) Income from operating a business, i.e., income from working on own-account or as an employer.</li> <li>(3) Money equivalent for room, board, tuition, or payment in kind.</li> </ol> </div> <p>★ Have trainees examine Specimen documents, noting how the above instructions have been followed.</p> <p>★ If time permits give an opportunity for trainees to ask questions on points which may not be clear to them.</p>

Note for Field Supervisors in areas in which there are Institutions - The chart which follows on the next two pages is for your use. It will not be necessary to use it in the general training sessions, but you will find it a useful guide when advising enumerators in whose areas there are Institutions. Study carefully the method of reporting the typical cases listed, as respect to Questions 20-29.

Application of Labour Force Questions to Persons living in Institutions

Situation	Activity (Q.20, Q.21)	Name of Firm (Q.23)	Industry (Q.24)	Occupation (Q.25)	Class of Worker (Q.27)	Weeks Worked (Q.28)	Earnings (Q.29)
A nun living in a convent and employed without pay as a teacher.	"Worked"	Name of school	Educational service	Convent school teacher	Wage-earner	50-52 or other appropriate group	None
A nun living in a religious convent and performing only her religious duties.	"Worked"	Name of convent	Religious service	Nun	Wage-earner	50-52 or other appropriate group	None
A nurse-in-training receiving no money pay and living in a nurse's residence.	"Worked"	Name of hospital	Health service	Nurse-in-training	Wage-earner	50-52 or other appropriate group	None
A prisoner in a reformatory employed in making automobile license plates	"Other"(Q.20) "No" (Q.21)	-	-	-	-	-	-
A patient in a convalescent hospital who spends a few hours a week at shellcraft from which she derives some profit.	"Other"(Q.20) "No" (Q.21)	-	-	-	-	-	-

Application of Labour Force Questions to Persons living in Institutions - Con.

Situation	Activity (Q.20, Q.21)	Name of Firm (Q.23)	Industry (Q.24)	Occupation (Q.25)	Class of Worker (Q.27)	Weeks Worked (Q.28)	Earnings (Q.29)
A patient in a mental institution who does a few odd jobs about the institution.	"Other" & "No" or "Permanently unable to work"	-	-	-	-	-	-
An elderly resident in an Old Folks Home.	"Permanently unable to work"	-	-	-	-	-	-
A blind man living in an institution for the blind and employed making brooms and baskets.	"Other" (Q.20) "No" (Q.21)	-	-	-	-	-	-
A member of a Hutterite colony employed as a farm labourer within the colony.	"Worked"	Name of colony	Grain farming	Farm labourer	Wage-earner	50-52	None
An orphan 15 years old, living in an orphanage and attending school.	"Going to School" (Q.20) "No" (Q.21)	-	-	-	-	-	-
An inmate in an industrial school or farm.	"Other" (Q.20) "No" (Q.21)	-	-	-	-	-	-



# IX. REVIEW AND QUESTION PERIOD

Note.- The instructions given concerning the 1st Review and Question Period (Section VI, page 52) should again be followed.

## Oral Review Questions relating to Population Document Questions 20 - 29

Question	Answer
1. For what persons should Question 20 be asked?	1. All persons 14 years of age and over.
2. When should you ask Question 21?	2. Question 21 should be asked whenever an oval <u>other than</u> "*" (Worked) or "U" (Permanently unable to work) is marked in Question 20, i.e., whenever an oval inside the bracket in Question 20 is marked.
3. When should you ask Question 22?	3. Whenever "*" (Worked) is marked in Question 20 or "Yes" is marked in Question 21.
4. When should Questions 23 to 27 be asked?	4. You should ask Questions 23 to 27 if "*" (Worked), "J" (Unemployed) or "L" (Left) is marked in Question 20 or "Yes" is marked in Question 21.
5. What is the <u>only</u> case where you may have an oval bearing an asterisk marked in Question 20 and still have no entry in Questions 23 and 24?	5. When "L" is marked in Question 20 and the person has never worked. In this case Questions 23 and 24 should be left blank and "None" entered in Question 25.
6. When should you ask Questions 28 and 29?	6. Questions 28 and 29 should be asked <u>only</u> if Wage or Salary Earner is marked in Question 27.
7. What should you do if the respondent gives you <u>two</u> or more activities in reply to Question 20?	7. Ask him at which activity he spent the most time during the week ending June 2nd.
8. What conditions are necessary for a person who worked without pay in cash or kind to be classified as "Worked" in Question 20?	8. The farm or business in which the person worked must be <u>operated</u> by a member of the household to whom he is related by blood or marriage. In addition the work performed must have actually contributed to the operation of the farm or business.

Question	Answer
9. Many school teachers work for 8 or 9 months and are on vacation for the rest of the year. Usually they have definite arrangements to resume teaching in the fall. In this case (a) What oval would you mark in Question 20? (b) In Question 28?	9. (a) "With a job but not at work". (b) 50 - 52.
10. When should female unpaid family workers on farms who are principally engaged in keeping house be marked "Yes" in Question 21?	10. Only if during the week ending June 2, 1951, they devoted one hour or more to <u>farm work</u> as distinct from home housework and household chores.
11. What persons does the term "Looked for work" include?	11. Persons who actively looked for work during the week ending June 2nd or who would have actively looked for work except for temporary illness, indefinite layoff or the belief that no work was available.
12. Is it possible to have more than one person in a household marked as "Keeping House"? If so give an example.	12. Yes - there may be more than one person in a household marked as "Keeping House". If a daughter spent most of the week assisting her mother with the housework, both the mother and daughter would be marked as "Keeping House".

\* As time permits, have trainees complete the following Practice Exercise D, either in the class or as an assignment to be done at home.

Practice Exercise D.

1. In the space provided enter a complete answer to Question 23 (Name of firm or business) for the following cases:-

Question	Answer
(a) A person who worked for the American Optical Co. Canada Ltd. during the week ending June 2nd.	<i>American Optical Co. Canada Ltd.</i>
(b) Jack Johnson who tells you he worked on his own account during the week ending June 2nd and did not operate under a firm name.	<i>Mr. Jack Johnson</i>
(c) A person who was unemployed during the week ending June 2nd but formerly worked for the Canadian Commercial Corporation - a Crown company.	<i>Canadian Commercial Corporation</i>
(d) A person who worked for the city as a conductor for the Toronto Transportation Commission.	<i>Toronto Transportation Commission</i>
(e) A person who tells you he worked for the Canadian National Railways in the Chateau Laurier Hotel.	<i>Chateau Laurier Hotel</i>
(f) A government employee who worked for the Province of Ontario.	<i>Provincial Government</i>
(g) A person who was on vacation during the week ending June 2nd from his position with the Department of Trade and Commerce in Ottawa.	<i>Federal Government</i>
(h) A person who works in the waterworks department of the Windsor Utilities Commission.	<i>Windsor Utilities Commission</i>

2. In the space provided enter a complete answer to Question 24 (Industry) for the following cases:-

Products made, sold, etc.	Correct entry for Question 24 (Industry)
(a) A store which sells drugs to the public and also handles a small quantity of photographic equipment.	Retail Drug Trade
(b) A small store which handles both meat and groceries.	Meat & Groceries - Retail Trade
(c) A farmer who chiefly grows wheat but also grows some oats and barley and has a few head of live stock.	Grain Farming
(d) A firm which makes rubber shoes.	Rubber Shoes - manufacturing
(e) A woman who works by the day doing housework for neighbours.	Domestic Service
(f) A factory which produces farm machinery but occasionally turns out some ammunition.	Farm Machinery Manufacturing
(g) A firm which sells groceries in large quantities to stores which in turn sell to the public.	Wholesale Grocery Trade
(h) A factory which makes paper boxes.	Paper Box Manufacturing

3. In the space provided enter a complete answer to Question 25 (Occupation) for the following cases:-

Description of duties or work performed	Correct entry for Question 25 (Occupation)
(a) A person who said he was a farmer during the week ending June 2nd and reported 52 weeks worked and wage and salary earnings of \$1020.	<i>Farm Labourer</i>
(b) A person who looked for work during the week ending June 2nd and has never worked.	<i>None</i>
(c) A person who was employed as a clerk in the shipping department of a manufacturing company.	<i>Shipping clerk</i>
(d) A person who was employed as an agent for the Mutual Life Insurance Co.	<i>- Life Insurance Agent</i>
(e) The respondent tells you her son worked in the accounting department of an insurance company. She believes he is an accountant. During the 6 months he was employed he earned \$840.	<i>Accounting clerk</i>
(f) A person who was employed by Woolworths, at the jewellery counter.	<i>Sales clerk</i>

4. Answer Questions 20 to 29 for the following cases.

- (a) During the week ending June 2nd Patrick Brown worked 40 hours as a bus driver for the City Transportation Commission. For 7 of the 12 months prior to June 2nd he worked on his own account as a taxi driver but for the remainder of the year was employed at his present occupation. Mr. Brown earns \$50 a week but has \$3 deducted weekly for retirement fund and unemployment insurance.

ASK THESE QUESTIONS FOR PERSONS 14 YEARS OF AGE AND OVER			
18. WAR SERVICE	20. WHAT DID THIS PERSON DO MOSTLY DURING WEEK ENDING JUNE 2, 1951?	21. IN ADDITION, DID THIS PERSON DO ANY WORK FOR PAY OR PROFIT?	22. HOW MANY HRS. DID THIS PERSON WORK IN THIS PERSON'S USUAL OCCUPATION?
	<p>WORKED <input checked="" type="checkbox"/> 14</p> <p>WITH A JOB BUT NOT AT WORK <input checked="" type="checkbox"/> 15-16</p> <p>LOOKED FOR WORK <input checked="" type="checkbox"/> 17-18</p> <p>RECEIVED HOUSE <input checked="" type="checkbox"/> 19-20</p> <p>GOING TO SCHOOL <input checked="" type="checkbox"/> 21-22</p> <p>RETIRED OR VOL. IDLE <input checked="" type="checkbox"/> 23-24</p> <p>OTHER <input checked="" type="checkbox"/> 25-26</p> <p>UNEMPLOYABLE TO WORK <input checked="" type="checkbox"/> 27-28</p>	<p>* YES <input checked="" type="checkbox"/> 29-30</p> <p>NO <input checked="" type="checkbox"/> 31-32</p>	<p>33 ON WEEK</p>
19. FORCES SERVED IN	<p>23. NAME OF FIRM OR BUSINESS - FOR WHOM DID THIS PERSON WORK?</p> <p><i>City Transportation Commission</i></p>		
	<p>24. INDUSTRY - WHAT KIND OF BUSINESS OR INDUSTRY IS THIS?</p> <p><i>Street Railway Transportation</i></p>		
20. WHAT DID THIS PERSON DO MOSTLY DURING WEEK ENDING JUNE 2, 1951?	<p>25. OCCUPATION - WHAT KIND OF WORK DID THIS PERSON DO IN THIS INDUSTRY?</p> <p><i>Bus Driver</i></p>		
	<p>26. IS THE OCCUPATION REPORTED IN QUESTION 25 THIS PERSON'S USUAL OCCUPATION?</p> <p>YES <input checked="" type="checkbox"/> <i>Taxi Driver</i></p> <p>NO <input checked="" type="checkbox"/> "B" "NO" SPECIFY USUAL OCCUPATION OR ACTIVITY</p>		
<p>27. CLASS OF WORKER</p> <p>UNDER 10 <input checked="" type="checkbox"/> 10-14 <input checked="" type="checkbox"/> 15-16 <input checked="" type="checkbox"/> 17-18 <input checked="" type="checkbox"/> 19-20 <input checked="" type="checkbox"/> 21-22 <input checked="" type="checkbox"/> 23-24 <input checked="" type="checkbox"/> 25-26 <input checked="" type="checkbox"/> 27-28 <input checked="" type="checkbox"/> 29-30 <input checked="" type="checkbox"/> 31-32 <input checked="" type="checkbox"/> 33-34 <input checked="" type="checkbox"/> 35-36 <input checked="" type="checkbox"/> 37-38 <input checked="" type="checkbox"/> 39-40 <input checked="" type="checkbox"/> 41-42 <input checked="" type="checkbox"/> 43-44 <input checked="" type="checkbox"/> 45-46 <input checked="" type="checkbox"/> 47-48 <input checked="" type="checkbox"/> 49-50 <input checked="" type="checkbox"/> 51-52 <input checked="" type="checkbox"/> 53-54 <input checked="" type="checkbox"/> 55-56 <input checked="" type="checkbox"/> 57-58 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ASK THESE QUESTIONS FOR PERSONS 14 YEARS OF AGE AND OVER	
<b>18. WAR SERVICE</b>  <input type="checkbox"/> NONE <input type="checkbox"/> DATA MISSING <input type="checkbox"/> WORLD WAR II <input type="checkbox"/> WORLD WAR I  <b>19. FOREIGN SERVICE</b>  <input type="checkbox"/> CANADIAN <input type="checkbox"/> OTHER  <input type="checkbox"/> CANADIAN AND OTHER	<div style="border: 1px solid black; padding: 5px;"> <b>ACTIVITY DURING WEEK ENDING JUNE 2, 1951</b>  <b>20. WHAT DID THIS PERSON DO MOSTLY DURING WEEK ENDING JUNE 2, 1951?</b>  <div style="border: 1px solid black; padding: 2px; margin-top: 5px;">             WORKED <input checked="" type="checkbox"/> <b>W</b> </div> <div style="border: 1px solid black; padding: 2px; margin-top: 5px;">             WITH A JOB <input type="checkbox"/> <b>J</b>              NOT AT WORK <input type="checkbox"/> <b>N</b> </div> <div style="border: 1px solid black; padding: 2px; margin-top: 5px;">             LOOKED FOR WORK <input type="checkbox"/> <b>L</b> </div> <div style="border: 1px solid black; padding: 2px; margin-top: 5px;">             BEERAGE HOUSE <input type="checkbox"/> <b>B</b> </div> <div style="border: 1px solid black; padding: 2px; margin-top: 5px;">             GOING TO SCHOOL <input type="checkbox"/> <b>S</b> </div> <div style="border: 1px solid black; padding: 2px; margin-top: 5px;">             RETIRED ON VOL. PAY <input type="checkbox"/> <b>R</b> </div> <div style="border: 1px solid black; padding: 2px; margin-top: 5px;">             OTHER <input type="checkbox"/> <b>O</b> </div> <div style="border: 1px solid black; padding: 2px; margin-top: 5px;">             PERM. WORK TO WORK <input type="checkbox"/> <b>P</b> </div> </div> <div style="margin-top: 10px;"> <b>21. IN ADDITION, DID THIS PERSON DO ANY WORK FOR PAY OR PROFIT?</b>  <div style="border: 1px solid black; padding: 2px; margin-top: 5px;">             YES <input type="checkbox"/> <b>Y</b> </div> <div style="border: 1px solid black; padding: 2px; margin-top: 5px;">             NO <input type="checkbox"/> <b>N</b> </div> </div> <div style="margin-top: 10px;"> <b>22. HOW DID THIS PERSON WORK ON THIS PERSON WORK?</b>  <div style="border: 1px solid black; padding: 2px; margin-top: 5px;">             1-16         </div> <div style="border: 1px solid black; padding: 2px; margin-top: 5px;">             15-24         </div> <div style="border: 1px solid black; padding: 2px; margin-top: 5px;">             25-34         </div> <div style="border: 1px solid black; padding: 2px; margin-top: 5px;">             35 OR MORE         </div> </div>
<b>* IF "W", "J" OR "L" IN 20, OR "YES" IN 21, ASK QUESTIONS 23 TO 27.</b>	
<div style="border: 1px solid black; padding: 5px;"> <b>QUESTIONS 23-25 AND 27 REFER TO THIS PERSON'S EMPLOYMENT DURING WEEK ENDING JUNE 2, 1951.</b>              IF NOT WORKING THAT WEEK, THESE QUESTIONS REFER TO MOST RECENT EMPLOYMENT.              IF "L" IN 20 AND THIS PERSON NEVER WORKED, ENTER "NONE" IN 25 AND USUAL ACTIVITY IN 28.           </div> <div style="border: 1px solid black; padding: 5px; margin-top: 5px;"> <b>23. NAME OF FIRM OR BUSINESS - FOR WHOM DID THIS PERSON WORK?</b>  <div style="border: 1px solid black; padding: 10px; text-align: center; font-size: 1.2em;">             National Paper Box Co           </div> </div> <div style="border: 1px solid black; padding: 5px; margin-top: 5px;"> <b>24. INDUSTRY - WHAT KIND OF BUSINESS OR INDUSTRY IS THIS?</b>              (E. G., POWER HOUSE MANUFACTURING, DRUGS RETAIL TRADE, MEAT CANNING, ETC.)  <div style="border: 1px solid black; padding: 10px; text-align: center; font-size: 1.2em;">             Paper boxes - manufacturing           </div> </div> <div style="border: 1px solid black; padding: 5px; margin-top: 5px;"> <b>25. OCCUPATION - WHAT KIND OF WORK DID THIS PERSON DO IN THIS INDUSTRY?</b>              (E. G., OFFICE CLERK, SALES CLERK, ASST. MECHANIC, IRON WORKER, BARBARET, SURGE, ETC.)  <div style="border: 1px solid black; padding: 10px; text-align: center; font-size: 1.2em;">             Folding Machine Operator           </div> </div>	
<div style="border: 1px solid black; padding: 5px;"> <b>26. IS THE OCCUPATION REPORTED IN QUESTION 25 THIS PERSON'S USUAL OCCUPATION?</b>              YES <input checked="" type="checkbox"/> <b>Y</b> </div> <div style="border: 1px solid black; padding: 5px; margin-top: 5px;">             NO <input type="checkbox"/> <b>N</b> </div>	

X. 2nd PRACTICE NARRATIVE

(Population Questions 20-29)

This Narrative will complete the enumeration for the Wilson household.

Proceed with it in exactly the same manner as for the 1st Practice Narrative, choosing a different trainee, however, to act as "Enumerator". As for the first Narrative, choose your trainee carefully. Much of the success of these Narratives depends upon the manner in which the "Enumerator's" part is taken.

Explain that you are proceeding with Questions 20-29 for the Wilson household, although, as has already been stated, under ordinary circumstances, a Form 2 would be completed in its entirety for each person of the household before proceeding with the next person.

Population Documents (Questions 20-29)

Enumerator: What did your husband do mostly during the week ending June 2nd, Mrs. Wilson?

Respondent: John was working all that week.

Enumerator: How many hours did he work in that week?

Respondent: Well - he worked every day and he usually works eight hours a day.

Enumerator: Does that include Saturday?

Respondent: Oh, no. John works a five-day week now.

Enumerator: For whom did your husband work Mrs. Wilson?

Respondent: John has his own business - "Wilson's Hardware Store".

Enumerator: Is that a retail or wholesale hardware store?

Respondent: Oh it's a retail store. John doesn't do any wholesale business.

Enumerator: Is managing his own store your husband's usual occupation, Mrs. Wilson?

Respondent: Yes it is. He started up the store when he got out of the Air Force and he hasn't worked at anything else since.

Enumerator: Does your husband employ anyone else to help him in the store or is he on his own?

Respondent: The only help he has is a boy to deliver orders.

Enumerator: And now, what did you do mostly during the week ending June 2nd, Mrs. Wilson?



Respondent: Well - I spent most of my time looking after the house.

Enumerator: In addition to keeping house did you do any work for pay or profit?

Respondent: Yes I did. Since my mother has come to live with us I've been working three afternoons a week at Johnson's Department Store.

Enumerator: How many hours did you work during the week ending June 2nd, Mrs. Wilson?

Respondent: I usually work from two to six.

Enumerator: Two to six for three afternoons - that would be 12 hours, wouldn't it?

Respondent: Yes, I guess you're right.

Enumerator: What kind of work do you do at Johnson's?

Respondent: I'm a clerk.

Enumerator: What type of clerk - an office clerk, sales clerk, invoice clerk.....?

Respondent: I'm a sales clerk.

Enumerator: Is this occupation your usual occupation?

Respondent: Oh no. I've only been working for the past month. Keeping house usually keeps me quite busy, but since Mother has come to live with us I have time to spare.

Enumerator: Then the only work you have done for wages or salary is three afternoons a week for the past month?

Respondent: That's right.

Enumerator: What were your total money earnings for the weeks you worked as a wage-earner?

Respondent: My pay is ten dollars a week. Of course I don't get that much. They take off \$1.75 in deductions.

Enumerator: What did your mother do mostly during the week ending June 2nd?

Respondent: She helped me with the housework and looked after the house on the afternoons that I worked.

Enumerator: In addition did she do any work for pay or profit during this week?

Respondent: No.

Enumerator: Thank you very much Mrs. Wilson. I think, those are all the questions I have to ask about the persons in your household.

Respondent: What about my daughter? Do you not need to know more about her?

Enumerator: No, she is under 14 years of age, so I have all the required information for her. However, I must ask if there are any blind or deaf persons in this household.

Respondent: No. Mother doesn't hear as well as she did, but I don't think you'd call her deaf. We tell her she doesn't miss much.

Enumerator: Thank you very much.

Key to 2nd Practice Narrative

Population Document

Question	Form 2	Form 2	Form 2	Form 2A
	Wilson John Frederick	Wilson Marjorie Ann	Wilson Mary Jane	McLeod <del>Mary</del> Catherine
20	Worked	Keeping House	No entry	Keeping House
21	No entry	Yes	No entry	No
22	35 or more	1 - 14	No entry	No entry
23	Wilson's Hardware Store	Johnson's Dept. Store	No entry	No entry
24	Retail Hardware trade	Retail Department Store	No entry	No entry
25	Owner	Sales Clerk	No entry	No entry
26	Yes-	No- Keeping House	No entry	No entry
27	Employer	Wage or Salary Earner	No entry	No entry
28	No entry	Under 10	No entry	No entry
29	No entry	Under 500	No entry	No entry

XI. THE INDIVIDUAL POPULATION FORM  
(Form 5)

Points to cover	Procedure
<p>1. When to use</p>	<p>* Have at hand your copy of Form 5 and display it before the group.</p> <p>Explain that the Individual Population Form (Form 5) is to be used <u>only</u> when it is impossible to get the required information concerning a member of the household -</p> <ul style="list-style-type: none"> <li>(i) by personal interview (including call-backs) or</li> <li>(ii) by some other member of the household supplying the information.</li> </ul> <p>Such persons might be boarders or lodgers, etc., who possibly work on shifts or are temporarily absent and cannot be contacted by call-backs and about whom other members of the household can supply little or no information.</p> <p>Emphasize that it is to be <u>used only as a last resort</u> when no other means of obtaining the information is available.</p>
<p>2. How to use</p>	<p>* Have trainees find their copies of the Form 5 in their Enumeration Portfolios and allow a minute or two for study of it.</p> <p>Point out that</p> <ul style="list-style-type: none"> <li>(i) it provides for written answers to all essential questions on the Population documents (Forms 2 or 2A).</li> <li>(ii) it is bilingual in form and may be completed in either English or French.</li> <li>(iii) instructions for the proper method of completion are contained on the form.</li> <li>(iv) it is self-sealing, so that all entries may be kept confidential.</li> <li>(v) upon being completed it is to be sealed and given to a responsible member of the household, to be picked up by the enumerator at a specified time.</li> </ul>
<p>3. Enumerator's duties before leaving Form 5</p>	<p>Explain that before leaving a Form 5, the enumerator must make certain entries.</p> <p>* Have trainees follow their copies as you point out that they must enter in the space provided:-</p>

Points to cover	Procedure
	<ul style="list-style-type: none"> <li>(a) the province</li> <li>(b) the District number</li> <li>(c) the Sub-district number</li> <li>(d) the dwelling number where the form is left</li> <li>(e) the name of the person by whom the form is to be completed</li> <li>(f) the earliest date on which the form can be picked up</li> </ul>
<p>4. T - Enumeration</p>	<p><u>Note</u> - In studying the form at this point trainees may wonder about the section marked "For Special T - Enumeration only."</p> <p>Explain that <u>T - Enumeration</u> is a special enumeration of large hotels, boarding-houses, etc., with which most enumerators will not be concerned.</p> <p><u>However</u>, should it be necessary to leave the occasional form in the smaller hotels, etc., the required information concerning that hotel should be entered in the space provided under "For Special T - Enumeration only." Further instruction regarding the enumeration of hotels will be given later.</p>
<p>5. Remarks on Visitation Record</p>	<p>Emphasize that (i) an <u>entry must be made in the "Remarks" column</u> of the Visitation Record, each time a Form 5 is left.</p> <p>(ii) a tick-mark must be made opposite this entry when the form is picked up.</p> <p>* Have trainees note entry for dwelling "003" on the Specimen page of the Visitation Record.</p> <p>It is most important that this entry be made, since it is the enumerator's only way of remembering where and when to call back and pick up the completed Form 5.</p>
<p>6. Enumerator's duties on picking up Form 5</p>	<p>Instruct enumerators, on picking up Form 5, -</p> <ul style="list-style-type: none"> <li>(i) to <u>examine it before leaving the dwelling.</u></li> <li>(ii) if information is missing, or appears to need clarification, question the head or some responsible person.</li> </ul>

Points to cover	Procedure
<p>7. Transcribe information on to a Population document</p>	<p>(iii) if he cannot supply the missing data or clarify the entry, leave a new form. Mark the particular items which need attention with an (x) and attach a note stating that the second form is being left for reasons of secrecy and that further information is required only for the marked questions. In cases where the respondent has obviously misunderstood the question, explain clearly what you want.</p> <p>(iv) for your own reference, attach a note on the first form, as follows, - "Incomplete - second form left". On the return of the second Form 5, transcribe the information to the proper document, attach the two Forms 5 and file as indicated below.</p> <p>Explain that after receiving a properly completed Form 5, the enumerator must -</p> <ol style="list-style-type: none"> <li>(i) <u>transcribe</u> the information correctly either to a <u>Form 2</u> or <u>Form 2A</u>, as is required.</li> <li>(ii) <u>file</u> the Forms 2 with their respective households and the Forms 2A, with the other completed Forms 2A.</li> <li>(iii) <u>tick-mark the Form 5</u> to show that the Population document has been completed.</li> <li>(iv) file until returned with other Census forms to the Field Supervisor.</li> </ol> <p><u>Note</u> - The transcription of this form to the Population document should be done at home, <u>not</u> at the time the form is picked up.</p>

XII. BLIND AND DEAF SCHEDULE

(Form 3)

Points to cover	Procedure
	<p>* Have a copy of Form 2 and Form 3 at hand.</p>
1. When to use	<p>Instruct each enumerator -</p> <p>(i) to <u>inquire, after completing the last population document for each household, whether there are any blind or deaf persons living in that household.</u></p> <p>(ii) to <u>make an entry on Form 3 for every blind or deaf person found.</u></p> <p>* <u>Point out</u>, on the enlarged Form 2, the <u>reminder</u> found on the reverse side of the document in the lower right-hand section. Have trainees note this on their own copies.</p> <div style="border: 1px solid black; padding: 10px; margin: 10px auto; width: fit-content;"> <p>Be sure to fill out a Form 3 for any person enumerated in this dwelling who is TOTALLY BLIND OR DEAF</p> </div>
2. Definition of blind and deaf	<p>Explain that a person who simply cannot see or hear very well is not necessarily included on Form 3. The method of deciding who are to be enumerated as blind or deaf is outlined at the top of the schedule.</p>
(a) Blind	<p>* Have trainees find their copy of Form 3 in the Enumeration Portfolio.</p> <p>* Point out and read the definition of <u>Blind</u> thereon.</p>

Points to cover	Procedure
	<div data-bbox="508 200 948 521" style="border: 1px solid black; padding: 10px;"> <p><u>Blind</u>. - Include as blind any person who cannot see to read the letters in the centre block of this schedule at a distance of one foot, with glasses on, if worn. Give the test in good light.</p> <p>For children under school age and for illiterate persons, the test must be whether they can identify the images in the centre block at a distance of one foot.</p> <p>Do not include persons who are blind in one eye only.</p> </div>
(b) Deaf	<p>*Read the definition for the <u>Deaf</u> as follows:-</p> <div data-bbox="508 598 948 762" style="border: 1px solid black; padding: 10px;"> <p><u>Deaf</u>. - This refers to persons who are totally deaf, i.e., persons who have no usable hearing. Do not include persons who are partially deaf, such as those who can hear with the help of a mechanical aid.</p> </div>
3. Blind and deaf in institutions	<p>Instruct enumerators <u>not</u> to enumerate blind or deaf persons who are away from home in institutions or schools for the blind and deaf. <u>These persons are to be enumerated at the institution.</u></p>
	<p>* Have trainees note that the above instruction is also on the Form 3.</p>
4. How to complete the form	<p>Tell trainees to <u>use the ball point pen</u> in completing this form.</p> <p>Remind them, again, that <u>entries must be clear and legible.</u></p> <p>* Have trainees follow their copies of the Form 3 as you explain how the various entries are to be made.</p>
(a) Heading	<p>Explain that the <u>first entry</u> is to be made at the top of the schedule and includes -</p> <ul style="list-style-type: none"> <li>(i) Province</li> <li>(ii) District No.</li> <li>(iii) Sub-district No.</li> <li>(iv) Municipality</li> </ul>



Points to cover	Procedure
	<p>It is <u>most important</u> that these entries be made on every <u>schedule</u> and that they be correct. Whether there are any other entries on the form or not, this heading must be completed and the schedule returned with your other forms.</p>
(b) Schedule entries	<p>Instruct trainees to use one line, and <u>one line only</u> for each person enumerated.</p>
	<p>The entries will be made as follows:-</p>
Column 1.	<p><u>Household Number</u> - This <u>must be identical</u> with the number entered for Question 4 on <u>Form 2</u>.</p>
Column 2.) and ) Column 3.)	<p><u>Name of person</u> ) - These entries must be exactly as on the and ) Population document. <u>Address</u> )</p>
Column 4.	<p><u>State whether</u> - Enter whichever term is applicable. <u>blind, deaf, or</u> <u>blind and deaf</u></p>
Column 5.	<p><u>Age at last</u> - The age must be identical with the age <u>birthday</u> entered in Question 6 of the Population document.</p>
Column 6.	<p><u>Age when person</u> - Enter the age at which the infirmity <u>became blind or</u> began. If it began in infancy, enter <u>deaf</u> "At Birth".</p>
(c) Signature	<p>When you are <u>satisfied</u> that you have reported all cases of blindness or deafness in your area, check Form 3 to make sure your entries are complete and <u>sign the form</u> in the specified space at the lower right-hand corner of the schedule. This <u>signature must be entered</u> whether there are any entries on the form <u>or not</u>.</p>
5. Form 3 is bilingual	<p>* Have trainees note that Form 3 is bilingual.</p>
	<p>Explain that should an enumerator need more space than is provided in the language in which he is enumerating, he must use the reverse side and draw attention to this fact in the margin. Should an extra form be needed, he should contact the Field Supervisor.</p>
6. Carry Form 3 in ring binder	<p>Instruct trainees to carry Form 3 in the inside back pocket of the ring binder throughout the enumeration.</p> <p>* Demonstrate the manner in which the folded Form 3 fits into the pocket of your ring binder.</p>

**XIII. LIVE STOCK AND GREENHOUSES  
ELSEWHERE THAN ON FARMS  
(Form 7)**

Points to cover	Procedure
<p>1. When to use Form 7</p>	<p>* Have trainees find the copy of Form 7 in their Enumeration Portfolios and follow it as you instruct.</p> <p>Point out that the instruction as to when Form 7 is to be used is printed on the upper left-hand corner of the form for ready reference.</p> <p>* Read the following from Form 7.</p> <div data-bbox="422 561 868 731" style="border: 1px solid black; padding: 10px; margin: 10px 0;"> <p>This form is to be used for reporting live stock and greenhouse production on:</p> <ol style="list-style-type: none"> <li>(1) All plots under 1 acre.</li> <li>(2) Other plots under 3 acres, if the agricultural production in 1950 was <u>less than</u> \$250.</li> </ol> </div> <p>Emphasize that -</p> <ol style="list-style-type: none"> <li>(a) <u>Agricultural operations on places of 3 acres or more</u> must be reported on Form 6 or 6A (Newfoundland), <u>not on Form 7.</u></li> <li>(b) <u>Every household not living on a farm</u> (particularly in cities, towns and villages) <u>must be asked</u> whether they have any of the items listed on this schedule.</li> </ol>
<p>2. How to complete Form 7</p>	<p>Explain that -</p> <ol style="list-style-type: none"> <li>(a) <u>The ball point pen is to be used</u> in completing Form 7.</li> <li>(b) All <u>entries</u> must be <u>clear and legible.</u></li> <li>(c) On every form used, the <u>first entries</u> to be made will be those in the <u>upper right-hand corner</u> for -               <ol style="list-style-type: none"> <li>(i) Province</li> <li>(ii) Electoral District No.</li> <li>(iii) Enumeration Sub-district No.</li> <li>(iv) Municipality</li> </ol> </li> <li>(d) The "<u>occupier</u>" is the <u>owner or person in charge.</u></li> </ol>

Points to cover	Procedure
	<p>(e) The "<u>Name of Occupier</u>" should be entered in the same manner as the name of the household head on the Visitation Record, i.e., <u>surname printed first</u>, followed by the given name and initials.</p> <p>(f) <u>One line only</u> is to be used for each "<u>occupier</u>".</p> <p>Emphasize the following details:-</p> <p>(a) <u>Area of Plot (Column 1)</u></p> <p>(i) Report the area to the nearest tenth acre.</p> <p>(ii) If less than one-tenth acre, report one-tenth acre.</p> <p>(iii) <u>Never</u> make entries on this schedule for plots of <u>3 acres or more</u>.</p> <p>(b) <u>Horses, Cattle, Poultry, Goats, and Swine</u></p> <p>(i) <u>Report</u> these classes of live stock where found, regardless of ownership. Do not forget horses found in bakeries, dairies, etc.</p> <p>(c) <u>Bees</u></p> <p>(i) Report in Column 13, the number of <u>hives owned by the person enumerated</u>, regardless of where the hives of bees are located.</p> <p><u>Example</u> - Roger White owns 6 hives of bees which are located on Paul Bernard's farm. Roger White <u>not</u> Paul Bernard will be reported on Form 7 as the occupier.</p> <p>(ii) Report in Column 14, <u>honey produced by bees owned in 1950</u>.</p> <p>(d) <u>Cattle, Poultry, and Swine Sold Alive or Slaughtered for Sale in 1950</u></p> <p>Exclude (i) animals sold by drovers or live stock dealers, <u>unless</u> such animals or poultry were <u>kept for some time</u> and <u>fattened for re-sale</u>.</p> <p>(ii) animals slaughtered for sale immediately after purchase.</p> <p>(e) <u>Cows' Milk, Butter, Eggs, and Goats' Milk Produced in 1950</u></p> <p>(i) Report only the products of this plot.</p> <p>(ii) Quantities purchased for re-sale are not to be included.</p>

XIV. CENSUS OF DISTRIBUTION

(Form 10)

Points to cover	Procedure
	<p>* Have trainees find Form 10A in their Enumeration Portfolios and follow it closely as you instruct.</p>
1. The purpose of Form 10	<p>Explain that <u>Form 10</u> (the Enumeration Folio for the Census of Distribution) <u>is, in reality, a record of all retail, wholesale and service establishments in the country.</u> It will provide a list of establishments to which forms will later be mailed to complete the Census of Distribution.</p>
2. When to use Forms 10A, 10B and 10C	<p>Tell trainees that this Folio has been printed in three different sizes -</p> <p><u>Form 10A</u> - (the form which is in the Enumeration Portfolio) - has space for recording 24 establishments.</p> <p><u>Form 10B</u> - has space for recording 48 establishments.</p> <p><u>Form 10C</u> - has space for recording 96 establishments.</p> <p>Explain that (a) the size varies with the type of area to be enumerated.</p> <p>(b) in certain areas the only Folio required will be the one which is already in the Enumeration Portfolio. <u>Care should, therefore, be taken during the training sessions not to mar it in any way.</u></p> <p>(c) in other areas, one or more larger Folios will be needed. These will be found in the boxes of enumeration supplies which will be distributed before the end of the training. In such areas the enumerator should <u>use the larger Folio(s) first,</u> keeping the training one as a spare.</p> <p>(d) should further spare copies be needed, they may be obtained from the Field Supervisor.</p> <p>(e) under no circumstances should a Folio contain listings for more than one sub-district.</p>

Points to cover	Procedure
<p>3. General instructions</p>	<p>Remind trainees that the same rules regarding</p> <ul style="list-style-type: none"> <li>(i) <u>completeness</u> of coverage</li> <li>(ii) <u>legibility</u></li> <li>(iii) <u>accuracy</u> and <u>secrecy</u> pertain equally to this form as to other Census forms.</li> </ul> <p>* Have trainees turn to Page 1 of the Instructions on the inside cover of the Folio. Read as follows:-</p> <div style="border: 1px solid black; padding: 10px; margin: 10px 0;"> <p>1. <b>COMPLETENESS</b> - It is important that your listing be <u>absolutely complete</u>.</p> <p>List every establishment (place of business) which could possibly be placed within any of the classes defined on the next page of these instructions. Include establishments even though their sales may be very small. If there are office buildings in your enumeration area, canvass all of them thoroughly in order that no establishment may be overlooked.</p> </div> <p>* Suggest that the remaining general Instructions be read by the trainees at home.</p>
<p>4. Definitions</p> <p>(i) Retail Establishment</p>	<p>* Have trainees turn to Page 2 of the Instructions on the inside cover of the Folio and read the following definitions:-</p> <div style="border: 1px solid black; padding: 10px; margin: 10px 0;"> <p><u>An establishment which sells merchandise at retail prices directly to the public.</u></p> <p>In addition to the ordinary kinds of retail establishments easily recognized, there are also many which may be overlooked because of their nature. Chain and department stores; gasoline filling stations; retail lumber, coal and wood yards; restaurants; retail florist shops; optometrists; co-operative stores and appliance stores operated by public utility companies are all examples of these special kinds of establishments.</p> </div>

Points to cover	Procedure
(ii) Wholesale Establishment	<p><u>All distributors of merchandise between the manufacturing plant or primary producer on the one hand and the retailer or industrial, commercial, professional or other large user on the other.</u></p> <p>Included, in addition to regular wholesalers and jobbers, are such kinds as manufacturers' sales branches (apart from plant); suppliers of industry, commerce, professions, governments and institutions; agents and brokers; importers and exporters; petroleum bulk tank stations; co-operative <u>marketing</u> associations; grain elevators; buyers of farm or primary products; brewers' warehouses; and film exchanges.</p>
(iii) Service Establishment	<p><u>An establishment which provides some form of service directly to the public.</u></p> <p>There are six main groups of establishments:-            (1) Personal Services; (2) Repair Shops; (3) Business Services; (4) Entertainment Services; (5) Hotels and Tourist Camps; and (6) Other Services.</p>
(iv) Concessions	<p><b>Emphasize</b> the two following Instructions particularly.</p> <p>A number of stores, hotels and other establishments contain departments, concessions or businesses, which are operated independently of the main establishment. Since these concessions are often very difficult to identify, you are advised to inquire whether or not any department of the establishment is leased to an independent operator on all occasions. Any such concessions should be listed immediately following the main establishment.</p> <p>(a) ANY ESTABLISHMENT ENGAGED PRINCIPALLY OR ENTIRELY IN MANUFACTURING.</p> <p>(b) Professional services such as doctors, dentists, lawyers, accountants, etc.;</p> <p>(c) Trade services such as carpentry, masonry, plumbing and other building trades;</p> <p>(d) Public utilities such as electric light, telephone, gas, railroad and airline companies;</p>
(v) Not to be listed	

Points to cover	Procedure
	<p>(e) Financial houses such as insurance companies, real estate brokers and dealers, stock brokers, bond houses and banks.</p>
<p>5. Partial list of establishments.</p>	<p>★ Have trainees turn to Pages 3 and 4 of the Instructions.</p> <p>★ Allow time for a brief study of these lists.</p> <p>Emphasize that (i) these are partial lists and, therefore, not necessarily complete</p> <p>(ii) these lists should be studied carefully by enumerators before beginning enumeration.</p>
<p>6. Complete forms in duplicate, using a ball point pen</p>	<p>Instruct trainees to use their ball point pens when filling out these forms. This is necessary since carbon copies must be made.</p> <p>★ Have trainees examine the manner in which the carbon fits between the paper and card pages. Point out that the carbon is at present protected by a full-length sheet of paper. Instruct the trainees at this point to tear this off half way, so that it will not interfere with future enumeration. Demonstrate the method in front of the class, using your own copy.</p> <p>Emphasize that enumerators must (i) <u>write clearly</u> on the paper page, which is the original.</p> <p>(ii) press hard enough to give good carbon copies.</p> <p>(iii) make certain the carbon is always in the proper position before starting to write, so that the entries will be duplicated on the following card page.</p> <p>Mention the fact that the largest Form 10 (i.e., Form 10C) will contain an extra carbon, which should be used where necessary.</p>
<p>7. Enumeration procedure</p> <p>(a) Entry on cover</p>	<p>★ Have trainees look at upper right-hand corner of the Folio cover.</p> <p>Emphasize that it is of utmost importance that these entries be made on every Folio used.</p>

Points to cover	Procedure
	<p>Explain that the last entry shows the number of books used and is particularly important. Thus if <u>two books</u> are used, the entry would be "<u>1 of 2 books</u>" or if 3 books, "<u>1 of 3 books</u>". If only one book is used, the entry will be "<u>1 of 1 book</u>".</p>
(b) Method of approach	<p>Instruct trainees, upon entering an establishment -</p> <ul style="list-style-type: none"> <li>(i) to ask to be directed to someone in authority.</li> <li>(ii) to introduce <u>himself</u> as Census enumerator</li> <li>(iii) to present his Identity Card</li> <li>(iv) to proceed to ask for the required information.</li> </ul>
(c) Specific instructions	<ul style="list-style-type: none"> <li>* Have trainees turn to the first page of Instructions on the inside cover of the Folio.</li> </ul> <p>Point out that specific instructions concerning the completing of each entry have been printed here for their convenience. These instructions should be studied by the enumerator and used as a reference on the field.</p> <ul style="list-style-type: none"> <li>* Have trainees examine the first page of blank forms and follow each item as you explain the method of completing it.</li> </ul>
(i) Office space to be left blank	<p>Explain each item as follows:-</p> <ul style="list-style-type: none"> <li>(i) The <u>spaces in the box in the upper right-hand corner are to be left blank</u>. These are for office use only.</li> </ul>
(ii) CD and SD	<ul style="list-style-type: none"> <li>(ii) The correct <u>District</u> and <u>Sub-district numbers must always be entered</u>.</li> </ul>
(iii) Item 1 Name of Firm	<ul style="list-style-type: none"> <li>(iii) Enter as <u>Name of Firm</u>, the business name of the establishment, as it is generally known.</li> </ul>
(iv) Items 2-5 Bus. Address	<ul style="list-style-type: none"> <li>(iv) Enter as <u>Business Address</u>, the complete address of the establishment, i.e., Street number and name <ul style="list-style-type: none"> <li>- Name of City, Town or Municipality</li> <li>- County (<u>only if in Quebec</u>)</li> <li>- Province</li> </ul> </li> </ul>



Points to cover	Procedure
(v) Item 6 Name of Proprietor	(v) The <u>Name of Proprietor</u> may be a <ul style="list-style-type: none"> <li>- single individual</li> <li>- two or more partners</li> <li>- a limited or incorporated company</li> </ul>
(vi) Item 7 H.O. Address	(vi) Enter the <u>complete Head Office Address</u> , if this company operates two or more establishments.  If, however, mail should be sent to an address different from that given in Items 2-5, enter this mailing address in Item 7.
(vii) Item 8 No. of units	(vii) Enter the <u>number of establishments</u> operated by this company in Canada.
(viii) Item 9 French Form	(viii) If <u>mail</u> should be sent <u>in the French language</u> , place a check or tick mark (✓) in the box in Item 9.
(ix) Item 10 Type of Business	(ix) Place a check or tick mark (✓) in the box in Item 10 which most closely describes the <u>type of business conducted</u> .  <u>Note</u> - If two or more types apply, check the one accounting for the largest percentage of sales.  - If it is impossible to describe certain establishments, check the box "Unspecified" and explain the difficulty in Item 11.
(x) Item 11 Kind of Business	(x) State the <u>kind of business</u> carried on.  <u>Note</u> - If <u>difficulty</u> arises in classifying the establishment refer to <u>Pages 3 and 4</u> of the Instructions, "Partial list of establishments".
(xi) Item 12 Vol.	(xi) Item 12 describes the <u>annual sales of the establishment</u> according to the respondent's interpretation. This question must be carefully worded and <u>specific sales figures should not be requested</u> .  * Have trainees follow as you read the suggested approach to this question set forth in Item 12 of the Instructions.

Points to cover	Procedure
<p>7. General discussion</p>	<div style="border: 1px solid black; padding: 5px;"><p>--- "We would like to classify your annual sales (or receipts) under three broad headings: under \$30,000; between \$30,000 and \$150,000; and over \$150,000. Would you please tell me in which category you belong?"</p></div>
	<p><u>Note</u> - The entry in the box should be the letter which best describes the response given to the above question, thus</p> <ul style="list-style-type: none"><li>- "S" for Small (under \$30,000)</li><li>- "M" for Medium (between \$30,000 and \$150,000)</li><li>- "L" for Large (over \$150,000)</li></ul>
	<p>* If time permits give an opportunity for questions and review with questions such as the following.</p>
	<p>* Ask: While enumerating, you come upon a large industrial plant. Do you enumerate this for Census of Distribution purposes? Why?</p> <p>Ans. No. You do not list an establishment engaged principally or entirely in manufacturing.</p>
	<p>* Ask: If you have a department store in your Sub-district, do you enumerate it for Census of Distribution purposes? Why?</p> <p>Ans. Yes. It is an establishment which sells merchandise at retail prices directly to the public.</p>
	<p>* Ask: You have a bank in your enumeration area. Will you enumerate it for Census of Distribution purposes? Why?</p> <p>Ans. No. Financial houses, such as banks, etc., are not listed.</p>
	<p>* Have trainees complete Practice Exercise E if time permits. If time does not permit, assign it for completion at home.</p>

Practice Exercise E.

Directions - Mark (x) in the box opposite the correct answer.

1. During enumeration, you come across a sales branch operated by a manufacturing company, whose plant is located in another city. Do you
  - (a) disregard the establishment? ☐
  - (b) list it as a retail establishment? ☐
  - (c) list it as a wholesale establishment? ☒
  - (d) list it as an unspecified establishment? ☐
  
2. During enumeration, you are confronted with a building apparently entirely devoted to doctor's offices, according to its name and office directory. Do you
  - (a) check personally to make sure that the occupants are all doctors? ☒
  - (b) list all the doctors separately? ☐
  - (c) omit the building? ☐
  - (d) disregard the doctors, but list any nurses they may employ? ☐
  
3. Upon entering a hotel, you discover that it contains a restaurant operated by the hotel, and a beauty parlour and newsstand, operated independently. In addition to listing the hotel, do you
  - (a) list the newsstand, beauty parlour and restaurant separately as retail establishments? ☐
  - (b) list the newsstand as a retail establishment and the beauty parlour as a service establishment? ☒
  - (c) list the newsstand and restaurant separately as retail establishments, and the beauty parlour as a service establishment? ☐
  - (d) list the restaurant as a retail establishment, omitting the newsstand and beauty parlour? ☐

4. Upon enumerating an establishment, you ascertain that its yearly sales are divided roughly in the following proportions: retail-30%; whole-sale-45%; service-25%. Do you
- (a) list it as a retail establishment? ☐
  - (b) list it as a service establishment? ☐
  - (c) list it as an unspecified establishment? ☐
  - (d) list it as a wholesale establishment? ☒
5. While canvassing a commercial building, you discover an office occupied by a jobber, who buys and sells bulk goods without ever handling them. Do you
- (a) list his office as a retail establishment? ☐
  - (b) disregard the establishment? ☐
  - (c) list his office as a wholesale establishment? ☒
  - (d) list his office as an unspecified establishment? ☐
6. When enumerating a small commercial building, you find that it contains a bank, a chartered accountant's office and an advertising agency. Do you
- (a) list the three establishments separately as service ones? ☐
  - (b) list the advertising agency only as a service establishment? ☒
  - (c) list the chartered accountant's office and advertising agency separately as service establishments? ☐
  - (d) list the bank only as a service establishment? ☐
7. When enumerating, you enter a gas company store and notice that it also sells gas appliances. For Census of Distribution purposes, do you enumerate this particular store
- (a) as a retail establishment? ☒
  - (b) as a wholesale establishment? ☐
  - (c) as a service establishment? ☐

XV. HOUSING DOCUMENT

(Form 4)

Points to cover	Procedure
1. Why a Housing Census	<p>★ Have at hand a ring binder and jacket of documents.</p> <p>★ See that the enlarged Form 4 is hung in a suitable place and mark it as the training proceeds, as you did during the instruction on the Population document.</p> <p>In answer to this question, explain that -</p> <p>(a) just as the <u>Population Census provides for the recording of facts about people, so the Housing Census records facts about dwellings.</u></p> <p>(b) these facts give a picture of the conditions in which Canadian people live, showing -</p> <p>(i) the quality of our housing</p> <p>(ii) the kind of facilities and equipment used in our homes.</p> <p>(c) the data thus gathered will aid -</p> <p>(i) those concerned with town planning</p> <p>(ii) the manufacturer and distributor in analyzing markets</p> <p>(iii) those who assess the fuel requirements of the nation</p> <p>(iv) those interested in the social and economic progress of the Canadian people.</p>
2. Nature of the Housing Census	<p>Explain that the <u>Housing Census will be taken by the sample method. Thus, Housing questions will be asked only at every fifth dwelling instead of at every dwelling enumerated.</u></p> <p>Point out that it should be easy to remember which dwellings to enumerate as <u>each sample dwelling has been marked</u> on the Visitation Record.</p> <p>★ Have trainees examine the Visitation Record, noting that all dwellings ending in "2" or "7" have been circled.</p> <p>Emphasize that -</p> <p>(i) every circled dwelling must have a Housing document</p> <p>(ii) the dwellings must be listed strictly in the order in which they occur along the pre-arranged route.</p>

Points to cover	Procedure
	<p>Stress that both of the above instructions must be adhered to strictly. Otherwise the sample will be spoiled.</p> <p>* Display a Housing document (Form 4), pointing out its distinguishing feature, the yellow stripe across the top.</p>
<p>3. Marking the document</p>	<p>The <u>Housing</u> document will be <u>marked</u> in the same manner as the Population document, with a "mark sense" pen.</p> <p>Emphasize that the same <u>care must be taken in the marking</u>, since every error will be multiplied five times.</p>
<p>4. Arrangement of Housing documents</p>	<p>* Display a jacket containing Population and Housing documents.</p> <p>Explain briefly that -</p> <ul style="list-style-type: none"> <li>(a) each jacket contains 10 Housing documents arranged behind the 100 Population documents.</li> <li>(b) they will be placed in the ring binder at the same time as the Population documents.</li> <li>(c) if some Housing documents are still unused when the 100 Population documents have been used, they are to be removed from the binder with the others and replaced in the jacket.</li> <li>(d) should an enumerator ever need more than the 10 Housing documents to go with the 100 Population documents, he will draw on this surplus supply to meet his needs.</li> </ul>
<p>5. When to ask the Housing questions</p>	<p><u>A Form 4 is to be completed for every sample dwelling (i.e., every circled dwelling) immediately after the questions relating to the household have been asked, or, in other words, as soon as the required number of Forms 1, 2, 2A, 3 and 5 have been completed.</u></p>
<p>6. The Questions</p> <p>1. and 2.</p> <p><u>NAME AND ADDRESS</u></p>	<p>The entries for Questions 1 and 2 will be copied directly from the Visitation Record or the Population document of the household head. <u>They must be identical with those on Form 1 and Form 2.</u></p> <p>* Have trainees examine the Specimen documents for Mrs. Martin and Mr. Roy, comparing the entries of Name and Address on Form 4 with those on Forms 1 and 2.</p>

Points to cover	Procedure
<p>3. DISTRICT NO. and SUB-DISTRICT NO.</p>	<p>★ Mark the enlarged sample for Mrs. Martin.</p> <p>Warn enumerators not to forget to enter the name of the institution, hotel, camp, etc., if such is being enumerated.</p> <p>★ Have trainees note the entry on the Specimen document, Page 21, of Form 12.</p> <p>Point out that, since the Housing documents are not serially numbered, it is <u>most important</u> that the <u>correct District and Sub-district numbers</u> be entered here as identification. This should be checked with the entry on the front cover of the Visitation Record.</p> <p>★ Mark the enlarged Form 4.</p>
<p>4. DWELLING NUMBER</p>	<p>Remind trainees that -</p> <p>(i) <u>the dwelling number must agree with the circled number on the Visitation Record and with the household number on the Population documents for members of this household.</u></p> <p>(ii) <u>the dwelling number will always end in "2" or "7".</u> For this reason only "2" and "7" appear in the third column of Question 4.</p> <p>(iii) <u>one (and only one) entry must be made in each column.</u></p> <p>★ Mark O-0-2 on the enlarged sample.</p>
<p>5. DWELLING STATUS</p> <p>(a) Occupied</p>	<p>Point out that under this heading all dwellings are classified into the four groups listed on the document.</p> <p>Explain each as follows:-</p> <p>(a) <u>"Occupied" will be marked for all dwellings which are being lived in at the time of your visit, including those not yet fully constructed.</u></p> <p>★ Review the definition of a dwelling as found in Section 1, Page 12 of the Enumeration Manual.</p>

Points to cover	Procedure
	<div data-bbox="388 212 922 548" style="border: 1px solid black; padding: 10px;"> <p>---- A dwelling is a structurally separate set of living premises, with private entrance from outside the building or from a common hallway or stairway inside. The entrance must not be through anyone else's living quarters. Each single house; each apartment or suite in an apartment house, duplex, triplex or structurally converted single house; each flat in a building containing flats; each half of a double house; and each section of a row or terrace; counts as one dwelling unit, <u>whether occupied or not</u>. If <u>occupied</u>, other structures such as summer cottages, automobile trailers, tents, cabins, railway cars, houseboats, etc., also count as dwelling units.</p> </div> <p>Point out that in most cases it will be easy enough to decide whether the living arrangements constitute a dwelling.</p> <p>Remind trainees, however, that should difficulties arise they should consult the Enumeration Manual, where typical cases have been presented which may assist them.</p> <ul style="list-style-type: none"> <li>★ Have trainees turn to Section 50, Pages 61-63, in the Enumeration Manual and study the examples there depicted. If time does not permit careful study, merely refer trainees to this section and suggest careful study at home.</li> <li>★ Draw particular attention to the section in <i>italics</i>, at the bottom of Page 60.</li> </ul> <div data-bbox="388 956 901 1085" style="border: 1px solid black; padding: 10px;"> <p><u>Where you find peculiar living arrangements which do not fit the definitions and are not covered in the instructions, use your own judgment at the time, but consult your Field Supervisor at the first opportunity.</u></p> </div> <p>(b) "Closed" will be marked for dwellings which <u>happen to be closed during the period of enumeration because the household is temporarily residing elsewhere (e.g., a household which has temporarily moved to a summer cottage).</u></p> <p>Warn trainees not to confuse -</p> <ul style="list-style-type: none"> <li>(i) <u>closed dwellings with vacant dwellings, or</u></li> <li>(ii) <u>closed dwellings with those where the occupants are merely out for the time being, i.e., those requiring a call-back.</u></li> </ul>



Points to cover	Procedure
	<p>Emphasize that, when in doubt, enumerators should <u>inquire of neighbours</u> to determine the true status of the dwelling.</p> <p>Instruct trainees that if they find a dwelling is really "closed", they must complete as many questions on the Housing document as possible from outside observation and inquiries from neighbours.</p> <p>Point out that the two bottom ovals are to be marked for <u>dwellings of a permanent type which were not the home of any household on June 1, 1951.</u></p> <p><u>Note</u> that this does not include such unoccupied structures as summer cottages, trailers and the like.</p> <p>* Using the enlarged sample, have trainees note the square bracket around these two bottom ovals and the instruction to end the enumeration of the dwelling at that point if either of these ovals is marked.</p> <p>(c) "Under construction" will be marked for dwellings <u>from the time the foundation is begun until the first occupants move in.</u> No dwelling will be considered as under construction which is occupied by a household.</p> <p>(d) "Vacant" will be marked for all <u>dwellings which are fully constructed and suitable for occupancy, but not the home of any household on June 1, 1951</u></p> <p>Aids in recognizing vacant dwellings might be -</p> <ul style="list-style-type: none"> <li>(i) "To Let" or "For Sale" signs</li> <li>(ii) lack of curtains on windows</li> <li>(iii) unkempt appearance of grounds, etc.</li> </ul> <p>* Have trainees study the Specimen document for the Martin dwelling, and mark your enlarged copy accordingly.</p> <p>Warn trainees not to include as "Vacant" unoccupied houses which have fallen into such a state of dilapidation that it is unlikely they will ever be used for human habitation again.</p>

Points to cover	Procedure
<p>6. TYPE OF DWELLING</p>	<p>* You will need to budget your time very carefully in this section. Do not allow yourself to be drawn into lengthy discussions about unusual types of dwellings. Stress the fact that it will be the easily classified, normal type of dwelling with which the enumerator will most often have to deal.</p> <p>* Have trainees examine Question 6.</p> <p>* Use the enlarged Form 4 to indicate the following instructions.</p> <p>Point out that -</p> <ul style="list-style-type: none"> <li>(i) as in Question 5, this question, too, is divided into <u>two parts</u>.</li> <li>(ii) one of the four <u>upper ovals</u> is to be marked <u>if the dwelling is of the ordinary type</u> - designed for one person or a small group of persons.</li> <li>(iii) the three <u>lower ovals</u> (enclosed by the square bracket) are to be marked <u>for special types of dwellings</u> such as institutions, hotels and camps.</li> <li>(iv) <u>if one of the last three ovals is marked, no further entry is required on the document.</u></li> </ul> <p>Emphasize that, to be able to classify dwellings by type, it is essential to memorize the definitions for dwelling and structure. The definition for "dwelling" has already been discussed.</p> <p>* Ask: What is a dwelling?</p> <p>Ans. A dwelling is a structurally separate set of living premises with private entrance from outside the building or from a common hallway or stairway inside. The entrance must not be through anyone else's living quarters.</p> <p>* Have trainees turn to Section 11, Question 7, Page 17 of the Enumeration Manual and read the definition for structure.</p>

Points to cover	Procedure
	<div data-bbox="419 212 932 397" style="border: 1px solid black; padding: 10px; margin-bottom: 20px;"> <p><u>Definition</u> - Each separate structure (a) is completely separated on all sides from any other structure or (b) has a vertical wall or walls extending from ground to roof, completely dividing it from an adjoining structure or structures.</p> </div> <p>Explain that, with these definitions in mind, it will not be too difficult to distinguish between the various types of dwellings.</p> <ul style="list-style-type: none"> <li>* Define the various dwelling types as outlined below, indicating each oval on the enlarged document as you speak of it.</li> <li>* Illustrate each type with simple diagrams on the BB if possible.</li> </ul> <p>(a) Single detached</p> <p><u>Single detached</u> will be marked if -</p> <ul style="list-style-type: none"> <li>(i) <u>the dwelling is a single house, i.e., a house used solely for residential purposes, and</u></li> <li>(ii) <u>it contains only one dwelling unit, and</u></li> <li>(iii) <u>it is completely separated on all sides from any other building.</u></li> </ul> <p>(b) Single attached</p> <p><u>Single attached</u> will be marked if -</p> <ul style="list-style-type: none"> <li>(i) <u>the dwelling occupies an entire structure from ground to roof, and</u></li> <li>(ii) <u>adjoins another structure (or structures) from which it is separated by a vertical wall (or walls) extending from ground to roof.</u></li> </ul> <p>Examples:</p> <ul style="list-style-type: none"> <li>(i) Each half of a semi-detached or double house</li> <li>(ii) Each section of a row of houses (or terrace).</li> </ul> <p>(c) Apt., flat, etc.</p> <p><u>Apt., flat, etc.,</u> will be marked if -</p> <ul style="list-style-type: none"> <li>(i) <u>the dwelling is one of two or more located in a structure used solely for residential purposes, i.e.,</u> <ul style="list-style-type: none"> <li>- in an apartment block</li> <li>- in an apartment hotel</li> <li>- in a duplex or triplex</li> <li>- in a converted house</li> </ul> </li> </ul>

Points to cover	Procedure
	<p>(ii) the <u>dwelling is located in a structure used for both residential and business purposes, i.e., -</u>  <u>above or in the rear of - stores</u>  - restaurants  - laundries  - other business premises</p> <p><u>Note</u> - One or two rooms used for business purposes within the dwelling unit do not necessarily change the dwelling from a "Single detached" or "Single attached" into an apartment or flat. Thus, rooms within a "Single detached" or "Single attached" dwelling may be used by such persons as music teachers, doctors, etc., to carry on their business or profession within the home.</p> <p>★ Have trainees note Case 5 on Page 68, of the Enumeration Manual.</p> <p>Dwellings located behind or over Chinese laundries, corner groceries, etc., will, on the other hand, generally be classified as apartments or flats.</p> <p>★ Have trainees note Case 4, Page 68, of the Enumeration Manual.</p> <p>In case of doubt as to the classification of such dwellings, the enumerator will have to reply on his own best judgment from on-the-spot observation.</p> <p>(iii) the <u>dwelling is a private dwelling in an institution, school, warehouse, church, business building, etc., i.e., - private quarters such as those of superintendents or janitors within</u>  - institutional structures  - warehouses  - business blocks  - schools  - churches, etc.</p>
(d) Other	<p><u>Other</u> will be marked if the dwelling is of the unusual type, such as - houseboat  - trailer  - tent  - cabin  - shack  - railway car, etc.</p>

Points to cover	Procedure
(e) Institution	<p><u>Note</u> - Such dwellings are mainly seasonal and designed only for temporary or makeshift accommodation. They will be counted only if occupied by persons who have no other place of residence.</p>
	<p><u>Institution</u> will be marked only, if the dwelling falls in the category of an institutional dwelling, as <u>listed</u> in the Enumeration Manual.</p> <p>* Have trainees turn to Section 18, Page 24, of the Enumeration Manual. Go over Part I, <u>Institutions</u>, and have them mark it for special reference.</p>
	<div style="border: 1px solid black; padding: 10px;"> <p>I Institutions -</p> <p>(a) Hospitals and welfare</p> <ul style="list-style-type: none"> <li>(i) General hospitals (including nurses' residences)</li> <li>(ii) Tuberculosis hospitals</li> <li>(iii) Mental hospitals</li> <li>(iv) Maternity hospitals</li> <li>(v) Convalescent hospitals and sanatoria</li> <li>(vi) Hospitals and homes for veterans</li> <li>(vii) Hospitals and homes for incurables</li> <li>(viii) Nursing homes</li> <li>(ix) Homes for the aged and infirm</li> <li>(x) Orphanages</li> <li>(xi) Children's Aid Society shelters</li> </ul> <p>(b) Corrective and penal</p> <ul style="list-style-type: none"> <li>(i) Penitentiaries</li> <li>(ii) Jails</li> <li>(iii) Reformatories</li> <li>(iv) Industrial schools and farms</li> </ul> <p>(c) Religious and educational</p> <ul style="list-style-type: none"> <li>(i) Convents</li> <li>(ii) Monasteries</li> <li>(iii) Hutterite colonies</li> <li>(iv) Boarding schools</li> </ul> </div> <p>Remind trainees to enter the name of any institution enumerated, <u>in the Address section</u> of the document.</p>

Points to cover	Procedure
(f) Hotel, etc.	<p>Explain that a <u>self-contained dwelling for staff</u>, located on institutional premises will be classified in the usual way as "Single detached", "Single attached", "Apt., flat, etc."</p> <p><u>Hotel, etc.</u>, will be marked if the dwelling is listed as such in the Enumeration Manual.</p> <p>★ Have trainees study Part II <u>Hotels, etc.</u>, Section 18, Page 25, of the Enumeration Manual, marking it also for special reference.</p> <div style="border: 1px solid black; padding: 10px; margin: 10px 0;"> <p>II Hotels, etc.</p> <ul style="list-style-type: none"> <li>(i) Hotels which accept transient guests</li> <li>(ii) Y.M.C.A.'s, Y.W.C.A.'s, etc.</li> <li>(iii) Clubs</li> <li>(iv) Missions</li> <li>(v) Hostels</li> <li>(vi) Lodging houses with ten or more rooms used or available for rent</li> <li>(vii) College residences and fraternity houses</li> <li>(viii) Any residential building of the dormitory type not heretofore classified</li> <li>(ix) Diplomatic residences</li> </ul> </div> <p>Emphasize particularly that <u>only those lodging houses with ten or more rooms used or available for rent are to be included in this category.</u> Smaller lodging houses will be recorded as "Single detached", "Single attached" or "Apt., flat, etc.," as the case may be.</p> <p>Remind trainees again that the <u>name of the hotel</u> must be entered in the space provided in Question 2.</p> <p>(g) <u>Military Camp, Lumber Camp, etc.</u></p> <p><u>Military Camp, Lumber Camp, etc.</u>, will be marked if enumerating military camps, lumber camps, construction camps, mining camps, etc.</p> <p>★ Have trainees mark Part III of Section 18, Page 25, of the Enumeration Manual.</p>

Points to cover	Procedure
	<div data-bbox="429 216 924 386" style="border: 1px solid black; padding: 10px; margin-bottom: 10px;"> <p>III Camps -</p> <ul style="list-style-type: none"> <li>(i) Military camps (Army, Navy, or Air Force)</li> <li>(ii) Lumber camps</li> <li>(iii) Mining camps</li> <li>(iv) Construction camps</li> </ul> </div> <p>Explain that this refers to bachelor quarters and barracks in these camps. Separate family quarters located in camps of this type will be classified in the regular manner, as "Single detached", "Single attached", etc.</p> <p>★ Have trainees turn to Sections 19-32, Pages 25-29 in the Enumeration Manual. Point out to them that much valuable detailed information concerning the enumeration of special type dwellings is included in Sections 19-32 inclusive. These should be carefully studied at home and in the event of an enumerator having to deal with any of these special types in his area, he should discuss the matter with you privately before the start of enumeration.</p> <p>★ Have trainees turn to the diagrams of the <u>Special Cases</u> on Pages 67 and 68, of the Enumeration Manual.</p> <p>Explain that although the majority of dwellings will fall naturally into one of the seven categories listed on the document, a few difficult-to-classify cases will arise. Two of these cases have just been discussed. Others are illustrated on Pages 67 and 68, of the Enumeration Manual.</p> <p>★ If time permits study the diagrams, pointing out the reasons for thus classifying the dwellings. If time does not permit, suggest careful study of these diagrams at home.</p> <p>★ Have trainees note on the Specimen Form 4 that Mrs. Martin occupies an "Apt., flat, etc." and mark the enlarged sample accordingly.</p>

Points to cover	Procedure
<p>7. NUMBER OF DWELLING UNITS IN THIS STRUCTURE</p>	<p>Explain that this question relates to the structure in which the dwelling is located.</p> <p>★ Review the definition for structure as found on Page 69, of the Enumeration Manual.</p> <div style="border: 1px solid black; padding: 10px; margin: 10px 0;"> <p>Each separate structure:</p> <ul style="list-style-type: none"> <li>(a) is completely separated on all sides from any other structure; or</li> <li>(b) has a vertical wall or walls extending from ground to roof and completely dividing it from an adjoining structure or structures.</li> </ul> </div> <p>Emphasize that (i) <u>by definition each single detached and single attached dwelling will have only one unit</u> and will therefore require an entry in the top oval of Question 7.</p> <p>(ii) <u>each "other" type of dwelling unit will ordinarily be a separate structure in itself</u> and will also require an entry in the top oval of Question 7.</p> <p>(iii) <u>apartments and flats may have any number of dwelling units in the structure</u>. Thus any oval may be marked for "Apt., flats, etc."</p> <p><u>Note</u> - Include "vacant" as well as "occupied" dwelling units when counting the number of units in the structure.</p> <p>★ Have trainees note on the Specimen Form 4 for Mrs. Martin, that she apparently lives in a duplex type of dwelling. Hence the entry "Apt., flat, etc." in Question 6 and the entry "2" in Question 7. Mark the enlarged sample document accordingly.</p> <p>Point out to trainees that Questions 6 and 7 should always be checked against each other for consistency.</p>



Points to cover	Procedure
8. PRINCIPAL EXTERIOR MATERIAL OF THIS STRUCTURE	<p>Instruct trainees to enter this question, from their own observation, unless -</p> <ul style="list-style-type: none"> <li>(i) the dwelling, though occupied, is still under construction. In this case the respondent must be asked to name the material that will be used in the wall construction.</li> <li>(ii) it is difficult to determine the true nature of the exterior material (e.g., whether or not it is imitation stone, brick, etc.)</li> </ul> <p>Point out that where one type of wall material is used for the ground floor and a different material for the upper stories, that used for the ground floor will be recorded as the principal material.</p>
9. IS THIS DWELLING IN NEED OF MAJOR REPAIR?	<p>Instruct trainees to enter this question also from their own observation.</p> <p>They will mark "yes" in Question 9, if any of the following defects are noted:-</p> <ul style="list-style-type: none"> <li>(i) sagging or rotting foundations</li> <li>(ii) faulty roof or chimney</li> <li>(iii) unsafe outside steps or stairways</li> <li>(iv) interior badly in need of repair.</li> </ul> <p>Warn trainees</p> <ul style="list-style-type: none"> <li>(i) that one or two broken windows, or lack of paint do not necessarily mean that the dwelling is in need of major repair.</li> <li>(ii) not to confuse home furnishings with the condition of the dwelling. Worn linoleum and shabby or broken furniture are an evidence of <u>furnishings</u> in need of repair <u>not</u> necessarily the <u>dwelling</u>.</li> </ul> <p>However, all such dwellings should be carefully observed for other evidences of neglect.</p>
	<p>★ Have trainees note the entries on the Specimen Forms for Questions 8 and 9. Mark the enlarged sample document for Mrs. Martin.</p>

Points to cover	Procedure												
10. IN WHAT YEAR DID THE HEAD OF THIS HOUSEHOLD FIRST OCCUPY THIS DWELLING?	<p>There should be no difficulty in obtaining an answer to this question for households enumerated on Form 2.</p> <p>Explain, however, that should the dwelling be occupied by a household enumerated on <u>Form 2A</u>, the <u>year</u> in which the <u>usual residents</u> <u>took occupancy</u> should be <u>entered</u>. In certain cases, it may be necessary to consult neighbours to gain the required information.</p> <p>★ Have trainees examine the Specimen documents, noting that the entry for Mrs. Martin is "1948-49". Make the corresponding entry on your enlarged document.</p>												
11. NUMBER OF ROOMS IN THIS DWELLING	<p>Explain that this refers to the number of rooms in the dwelling used, or suitable for use, as living quarters.</p> <table border="0"> <thead> <tr> <th data-bbox="398 651 574 679"><u>Include</u></th><th data-bbox="688 651 896 679"><u>Do not include</u></th></tr> </thead> <tbody> <tr> <td data-bbox="398 679 574 706">rooms occupied by</td><td data-bbox="688 679 896 706">- rooms used solely for business purposes</td></tr> <tr> <td data-bbox="398 720 574 747">- servants</td><td data-bbox="688 720 896 747">- clothes closets</td></tr> <tr> <td data-bbox="398 747 574 775">- lodgers</td><td data-bbox="688 747 896 775">- bathrooms</td></tr> <tr> <td data-bbox="398 775 574 802">- members of lodging families</td><td data-bbox="688 775 896 802">- pantries</td></tr> <tr> <td></td><td data-bbox="688 802 896 830">- halls</td></tr> </tbody> </table> <p><u>Include</u> (if finished off and suitable for living quarters throughout the year)</p> <ul style="list-style-type: none"> <li>- summer kitchens</li> <li>- sun-rooms</li> <li>- rooms in basements and attics</li> </ul> <p><u>Include</u>, also - kitchenettes, if (i) the normal kitchen functions are carried out therein.</p> <p>(ii) they contain, as a minimum, cooking facilities (such as a stove or range), and a sink or tub.</p>	<u>Include</u>	<u>Do not include</u>	rooms occupied by	- rooms used solely for business purposes	- servants	- clothes closets	- lodgers	- bathrooms	- members of lodging families	- pantries		- halls
<u>Include</u>	<u>Do not include</u>												
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- servants	- clothes closets												
- lodgers	- bathrooms												
- members of lodging families	- pantries												
	- halls												

Points to cover	Procedure
	<p>* Have trainees note on the Specimen Form 4 that Mrs. Martin occupies a 4-room dwelling. Mark the enlarged document accordingly.</p> <p>Draw attention to the fact that <u>both columns must have an entry.</u></p>
<p>12. WATER SUPPLY</p>	<p>Define the following:-</p> <p>(a) <u>Piped water</u> - means, for purposes of the Housing Census, <u>water which can be turned on and off by means of a tap.</u></p> <p><u>Note</u> - Water from a <u>hand pump</u> located in the dwelling is not "<u>pipd running water</u>".</p> <p>(b) <u>Hot and cold piped inside</u> (top oval) - applies to dwellings equipped with separate pipes for conveying hot and cold water.</p> <p>(c) <u>Cold only piped inside</u> (second oval) - applies to dwellings equipped to supply cold water only.</p> <p>(d) <u>Inside</u> - means <u>inside the dwelling unit.</u></p> <p>* Have trainees observe that the Martin dwelling is equipped with cold water only. Mark the enlarged document accordingly.</p>
<p>13. and 14. BATH AND TOILET FACILITIES</p>	<p>Define the following:-</p> <p>(a) <u>Installed</u> bath and shower facilities are those operated from a <u>pipd water source</u> and <u>controlled by a tap and drain.</u></p> <p>(b) <u>Exclusive use</u> means for the use of the members of that particular household only. Thus, two families may use the same toilet and bath facilities, but if both these families are included in the same household, the entry in Questions 13 and 14 will be "Exclusive use".</p>

Points to cover	Procedure
<p>15. PRINCIPAL ...LIGHTING FACILITIES</p>	<p>(c) <u>Shared use</u> means <u>shared with another household</u>.</p> <p>Examples - (i) Apartments which are structurally separate, but which are not equipped with separate toilet and bath facilities. Households in each dwelling must "share" common wash-rooms etc., located, often, one on each floor.</p> <p>(ii) Certain types of emergency housing projects provide common toilet and bath facilities for groups of dwellings. In each of these cases, each dwelling would be considered as having "shared use" of toilet or bath facilities.</p> <p>Stress again, the fact that "shared" with another household <u>must not be confused</u> with the use of the same facilities by one or more families or persons such as lodgers or servants within the same household.</p> <p>* Have trainees observe how these instructions are carried out on the Specimen documents. Note that the Martin household has few facilities and mark the enlarged document accordingly.</p> <p>Explain that, for the most part, this question may be answered from the enumerator's own observation. This is particularly true in urban areas. However, <u>if there is any doubt</u>, the question must be asked.</p>

Points to cover	Procedure
	<p>Define the following:-</p> <p>(a) <u>Principal</u> means the type of lighting facilities used in most of the rooms in the dwelling.</p> <p>(b) <u>Electricity (power line source)</u> is the method of lighting used in most urban homes and many rural, i.e., the electric lighting for the dwelling is conveyed by transmission lines from a central generating source which serves the community.</p> <p>(c) <u>Electricity (home generated source)</u> covers all cases where the dwelling is lighted by electricity generated on the property by a wind charger, Delco plant, etc.</p> <p>* Have trainees note that the Martin dwelling is lighted from a power line source and mark the enlarged document accordingly.</p>
<p>16. REFRIGERATION FACILITIES</p>	<p>Explain that "Other" includes such devices or methods as-</p> <ul style="list-style-type: none"> <li>- a spring house</li> <li>- a cooler</li> <li>- a well cooler used to refrigerate food</li> <li>- an ice house with storage space for perishable food.</li> </ul> <p>Emphasize that "None" should be marked, if the only source of refrigeration is -</p> <ul style="list-style-type: none"> <li>- a window box in winter</li> <li>- a root cellar</li> <li>- an open spring</li> <li>- a basement</li> </ul> <p>* Have trainees check the entries on the Specimen documents. Mark "ice-box" on the enlarged document.</p>
<p>17. PRINCIPAL COOKING FACILITIES</p>	<p>Make it clear that this question refers to the type of range or stove on which the household does <u>most of its cooking</u>.</p> <p>Explain that if more than one type of stove is used, or different ones in different seasons (e.g., a range in winter and an oil stove in summer), the <u>respondent must decide which is the principal one.</u></p>

Points to cover	Procedure
	<p>Point out that "Other" includes small grills and burners</p> <ul style="list-style-type: none"> <li>- cookers</li> <li>- fireplaces, etc.</li> </ul> <p>and also - the occasional dwelling with no cooking facilities (such as may be found in apartment hotels).</p> <p>* Mark "electric range" on the enlarged document for the Martin household.</p> <p>* Have trainees note that the Roy household is equipped with a "gas range". Explain that this may be <u>bottled gas</u> or <u>natural gas</u>.</p>
<p>PRINCIPAL HEATING FACILITIES</p>	<p>Emphasize that <u>only one oval is to be marked in Question 18 and only one in Question 19.</u></p>
<p>18. EQUIPMENT 19. FUEL</p>	<p>As in Question 17, if more than one type of equipment or fuel is used, the <u>respondent must decide</u> in each case which is the principal one.</p>
	<p>Explain that <u>Central Heating Plant refers to a central source which supplies heat to a community of homes, i.e., as a public utility, much the same as electric power or gas. It does not refer to a furnace in the basement of a block of apartments which heats all the dwellings in that building.</u></p>
	<p>Point out that <u>"Other" in Question 18, includes -</u></p> <ul style="list-style-type: none"> <li>- gas radiants</li> <li>- electric grates</li> <li>- fireplaces, etc.,</li> </ul> <p><u>if these are the main source of heat.</u></p> <p>- <u>"Gas", in Question 19, includes both utility gas (i.e., gas piped into the dwelling from mains leading from a central system), and bottled gas. It does not include gasoline.</u></p>

Points to cover	Procedure
<p>SUPPLEMENTARY HEATING FACILITIES</p> <p>20. - 22.</p>	<p>Enumerators must ask <u>Question 20</u> in every dwelling enumerated - "Is any other heating equipment used in this dwelling?"</p> <p>Explain that <u>Supplementary Heating</u> refers to equipment</p> <ul style="list-style-type: none"> <li>(i) installed for heating a portion of a dwelling</li> <li>or (ii) used to supplement the main heating unit during certain seasons of the year.</li> </ul> <p><u>Include</u> cookstoves, ovens, electric grills, etc., if <u>used expressly as supplementary heating equipment.</u></p> <p><u>Do not include</u> fireplaces, etc., if used very rarely.</p> <p>Note that</p> <ul style="list-style-type: none"> <li>(i) Questions 21 and 22 will be answered for every "Yes" in Question 20.</li> <li>(ii) if "No" is marked in Question 20, Questions 21 and 22 will be skipped.</li> <li>(iii) the entry in Question 22 must indicate the <u>main fuel</u> used in the heating unit reported in Question 21.</li> </ul> <p>* Have trainees examine the Specimen documents noting the entries for Questions 18-22 inclusive. Mark the enlarged Form 4 as indicated for the Martin dwelling.</p>
<p>23. LIVING CONVENIENCES</p>	<p>Emphasize that <u>this is the ONLY question</u> on the Housing document <u>for which more than one oval may be marked.</u></p> <p>Note the following points:-</p> <ul style="list-style-type: none"> <li>(i) The number of ovals marked will depend upon the number of listed conveniences which the household possesses.</li> <li>(ii) "None of above" must be marked if the household possesses none of the listed conveniences.</li> <li>(iii) If the household contains a lodging family, include the living conveniences of that family as well.</li> <li>(iv) If the <u>household</u> is residing in the dwelling only temporarily and its members are enumerated on <u>Forms 2A</u>, <u>include only the living conveniences of the permanent or usual residents.</u></li> </ul>

Points to cover	Procedure
24. TENURE	<p>(v) <u>Washing machines or telephones, provided for the common use of tenants in a multiple dwelling structure must be credited only to the owner (in the case of washing machines) or the subscriber (in the case of telephones) if he resides in the building. Otherwise, they will not be recorded.</u></p> <p>(vi) Car radios are not to be reported.</p>
	<p>* Have trainees examine the entries for this question on the Specimen documents. Note that the Martin household has none of these conveniences and mark the enlarged document accordingly.</p>
	<p>Draw attention to the fact that questions 12, 13, 16, and 23 all make provision for dwellings having none of the listed facilities or conveniences.</p>
	<p>Emphasize that <u>at no time is one of these columns to be left blank because the dwelling lacks that particular facility or convenience. Rather, the oval provided to show this must be marked.</u></p>
	<p>Explain that for practical purposes ownership by anyone in the household makes it an owned dwelling.</p> <p>* Indicate on the enlarged Form 4 how the answer to Question 24 determines which, if any, of the remaining questions will be asked.</p> <p>Explain that <u>Owner (Farm) or Tenant (Farm)</u>, as the case may be, must always be marked, where "yes" was marked in Question 8 on the Population document for members of the household.</p>
	<p>Note that the square bracket indicates that if either of these ovals is marked, no further question on the Housing document is to be asked.</p>



Points to cover	Procedure
	<p>Point out that (i) if <u>Owner (Non-Farm)</u> is marked, only Question 28 need be asked further.</p> <p>(ii) if <u>Tenant (Non-Farm)</u> is marked, Questions 25, 26 and 27 must be asked.</p> <p>Explain that (i) to be considered <u>owned</u>, a house need not be fully paid for; it may even have a mortgage or other encumbrances.</p> <p>(ii) households in which the head is provided with <u>free living quarters</u>, whether or not in return for services rendered, are to be counted as tenants.</p>
25. - 27. MONTHLY RENT	<p>Emphasize again, that these questions are to be asked <u>only</u> if <u>Tenant (Non-Farm)</u> is marked in question 24.</p>
	<p>Question 25 is to be asked in this way -</p>
	<p>"What amount of cash rent was paid or is to be paid for this dwelling for the month of May, 1951?"</p>
	<p>Point out the following:-</p>
	<p>(i) <u>Cash rent paid or payable should be reported</u> regardless of whether it includes furniture, fuel, electricity, water or private garage.</p> <p>(ii) <u>Only rental paid for the dwelling and household facilities is to be entered.</u> If a combined rental is paid for both dwelling and business premises, deduct the estimated rental for the business premises from the total.</p> <p>(iii) <u>Where two or more families or individuals are living in the same dwelling, but pay rent separately to the same landlord, calculate the total payments made by all and mark the appropriate oval.</u></p> <p>(iv) <u>The rent groups are in even dollars.</u> If the rent paid involves a fraction, report it to the nearest dollar.</p> <p>(v) <u>Rent-free</u> is to be marked in the <u>top oval.</u></p> <p>(vi) <u>Partly furnished dwellings</u> will be <u>marked "yes"</u> in Question 27.</p>

Points to cover	Procedure
28. MORTGAGES	<p data-bbox="335 209 909 313">Emphasize again, that Question 28 is to be marked for every dwelling having an entry in the first oval of Question 24 (i.e., for each owner-occupied, non-farm dwelling).</p> <p data-bbox="515 357 940 397"><u>A dwelling will be considered mortgaged if there are debts secured by mortgages,</u></p> <ul data-bbox="622 404 878 548" style="list-style-type: none"> <li>- agreements for sale</li> <li>- deeds of trust</li> <li>- judgments or any other legal instrument which partakes of the nature of a mortgage on the dwelling.</li> </ul> <p data-bbox="515 572 899 612"><u>Do not consider as a mortgage, debts secured by liens on furniture, etc.</u></p> <p data-bbox="335 657 940 780">Explain that (i) <u>the middle oval will be marked if any mortgage, or unredeemed part of a mortgage, remains against the dwelling.</u>  (ii) <u>the bottom oval is to be marked if there is also a second mortgage outstanding.</u></p> <p data-bbox="453 823 909 924">★ Have trainees examine the Specimen documents, noting the manner in which the above instructions have been carried out. Mark the enlarged document for the Martin household.</p> <p data-bbox="453 971 888 1197">★ Draw attention to the abbreviated instructions printed at the bottom of the document. If time permits run over them quickly as a brief review, using the enlarged document to illustrate the various points.  If time does not permit, suggest that trainees study the points outlined at home. Emphasize the value of these instructions as a ready reference on the field.</p>

XVI. REVIEW AND QUESTION PERIOD

1. As in the earlier Question periods, use this time to clear up questions which may arise in connection with previous instruction.
2. Use the following review questions and practice exercises as they best fit in with the time at your disposal.

Oral Review Questions relating to the Housing Document

Question	Answer
1. When will you enumerate a dwelling on a Housing document?	1. Enumerate, on a Housing document, every dwelling having a number circled on the Visitation Record, i.e., every dwelling having a number ending in "2" or "7" for which an entry has been made.
2. With what other forms should the entries in Questions 1 and 2 agree?	2. With similar entries on Form 2 of the household head and the name and address on Form 1.
3. With what will you check the entry in Question 3?	3. Check with the District and Sub-district numbers on the cover of Form 1.
4. What points should be checked in Question 4?	4. Question 4 should have - (a) an entry in every column (b) only one entry in each column (c) the entries in each column should agree exactly with those in Question 4 on Form 2 (i.e., the household number), for the members of the same household.
5. How will you distinguish between a "Closed" and "Vacant" dwelling?	5. A "Closed" dwelling is one whose occupants are temporarily residing elsewhere.  A "Vacant" dwelling is one fully constructed and suitable for occupancy but not, on June 1, 1951, the home of any household. It may be that there will be a "To Let" or "For Sale" sign or other visible evidences that the dwelling is vacant, or it may be necessary to inquire of neighbours whether the household is temporarily absent or the dwelling is vacant.
6. If no one answers the door when you call, will you immediately mark the dwelling "Closed"? Why?	6. No. The household may be just absent for the time being and it may be necessary to make a call-back.

Question	Answer
7. When is a dwelling considered "Under Construction"?	7. From the time the foundation is begun <b>until</b> the first occupants move in.
8. What entry will you mark in Column 5 for a dwelling not yet completed, but in which a household is living?	8. Occupied
9. What oval will you mark in Question 6 for (a) a lodging house with 15 rooms for tenants (b) a bungalow whose owner is a contractor and uses one room as an office (c) a tourist cabin which has been winterized and is occupied by a household during the whole year (d) a county jail (e) a diplomatic residence (f) an apartment in an apartment hotel (g) Salvation Army hostel (h) a dwelling situated behind and over a Chinese laundry	9. (a) Hotel, etc.  (b) Single detached  (c) Other  (d) Institution (e) Hotel, etc. (f) Apt., flat, etc.  (g) Hotel, etc. (h) Apt., flat, etc.
10. If one of the three last ovals in Question 6 is marked, what further entry must be made in Question 2 on the document?	10. The name of the "institution", "hotel", "camp", etc., must be entered in Question 2.
11. What must you do if the entry in Column 20 is (a) "Yes"? (b) "No"?	11. (a) Complete Questions 21 and 22 (b) Skip to Question 23
12. When will you complete Questions 25 - 27?	12. If the answer in Question 24 is "Tenant (Non-farm)".
13. When will you complete Question 28?	13. When the entry in Question 24 is "Owner (Non-farm)".
14. What portion of the Housing document will you complete if enumerating an occupied farm dwelling?	14. Complete Questions 1- 24 inclusive, if enumerating an occupied farm dwelling.

\* Have trainees complete Exercise F, in class if time permits, otherwise at home.

Practice Exercise F.

Directions - Write in, in the space provided, the correct answer to the following questions.

Answer

1. You are required to complete a Form 4 for Apt. 7 in the Glenview Court. This apartment block consists of one structure containing 15 apartments for tenants, plus a janitor's suite in the basement. Apartment 15 has been vacant for several months.

(a) Occupied.....

(b) Apt. Flat, etc......

What entry would you make (a) in Question 5; (b) in Question 6; (c) in Question 7?

(c) 16-20.....

2. In the course of your enumeration you come upon an apartment building under construction. Upon inquiry you find that it will contain 30 separate dwellings. Two are already occupied by tenants. You have completed 129 households up to this point.

(a) How many Housing documents should be completed for this apartment building?

(a) 6.....

(b) If you complete a Form 4 for one of the occupied apartments, what entry would you make for Question 7?

(b) 26 and over.....

3. You are completing a Form 4 for a two-storey dwelling finished with brick veneer on the ground floor and clapboard on the second floor.

What would be the correct entry in Question 8?

Brick and brick veneer.....

4. You are completing a Housing document for a dwelling with a dingy appearance in general, owing to the need of painting and re-decorating both inside and out. Otherwise, however, it is in sound condition.

What entry would you make in Question 9?

7/0.....

5. You are enumerating on a Form 4, a large dwelling laid out as follows:-

Ground floor - a vestibule, a front hall with stairs leading off from it, a living-room and dining-room separated by a wide arch, a large kitchen, a pantry, an unheated sun-room used for living purposes from May till October.

Answer

2nd floor - 3 bedrooms, a small den or sewing-room, and a bathroom. (One of the bedrooms is used by a lodger).

Attic - 2 bedrooms finished off and suitable for living purposes, but used only for storage space.

Basement - a central area containing furnace, coal-bin and a work bench, a small utility room containing facilities for washing and drying clothes, a recreation or rumpus room fully equipped, and a second bathroom.

What would be the correct entry in Question 11?

6. Mr. A. and his family live in a well-equipped trailer located in a trailer camp. Water is provided by gravity flow from a tank in the trailer kitchen. Electricity is obtained by plugging in to a power outlet provided for the trailer camp by the municipality. Common bath and flush toilet facilities are provided for residents of the trailer community.

In completing Form 4 for this dwelling, what would be the correct entries for:-

- (a) Question 12; (b) Question 13;  
(c) Question 14; (d) Question 15?

7. A dwelling is heated by a hot air furnace. Coal is used for fuel during the winter months, but wood is burned during the fall and spring. The dwelling also contains a fuel fireplace, which, however, is very seldom used.

What would be the correct entry on Form 4 for (a) Question 19; (b) Question 20; (c) Question 21; (d) Question 22?

10  
.....

*Is piped  
Running  
Water?  
Inside this  
dwelling.....*

*Installed  
Bath tub or Shower  
(Shared with  
another household)*

*I flush  
(Shared with  
another household)*

*Electricity  
(Power line  
source)*

*Coal*

*No*

*No entry*

*No entry*

Answer

8. A farm home is owned by an elderly widower who lives there with his married son and son's family. The married son assumes full responsibility for the maintenance of the house and the farm.

What would be the correct entry for (a) Question 3 on the Population document of the married son?

(a).....*Head*.....

(b) Question 24 on the Housing document?

(b).....*Owner (Farm)*.....

9. A tenant household, living in a large apartment block, consists of one family plus a lodger. There is a telephone in the dwelling, and the family own a radio and hand-operated carpet sweeper. The lodger owns a radio and an automobile. There is no washing machine in the dwelling, but three large automatic washers are provided in the basement for the use of all tenants of the building.

In completing Form 4, what would be the correct entry or entries for Question 23?

.....*Telephone*.....  
.....*Radio*.....  
.....*Automobile*.....

10. A rented dwelling is occupied by Mr. and Mrs. Richards who pay the landlord a rent of \$59.50, and Mr. and Mrs. White who sublet three furnished rooms from the Richards, and pay a rent of \$45.

What would be the correct entry for Question 25?

.....*\$60-69*.....

11. A single detached house is rented to 3 families, each of which pays rent independently to the landlord. The rents are \$24, \$32, and \$35, the latter rent including payment for the use of a private garage on the property.

What would be the correct entry in Question 25 of the Housing document?

.....*\$70 and over*.....

12. A dwelling is rented for \$59.25. The tenants supply most of the furniture, but the owner supplies a bed and a large console radio.

What would be the correct entries in (a) Question 25 and (b) Question 27?

(a).....*\$50-59*.....

(b).....*Yes*.....

XVII. 3rd PRACTICE NARRATIVE

(Housing Document - Form 4)

At this point, continue the enumeration of the Wilson household. Remind trainees that this household, whom they have already enumerated on Population documents, was the second household listed on the Visitation Record. Since the dwelling number is "002", a Housing document must also be completed.

Give trainees time to complete Questions 1 to 9, explaining that it is unnecessary to ask these questions, since Questions 1 to 4 can be obtained from the Visitation Record, Question 5 is self-evident and in this case Questions 6 to 9 can be answered from their own observations. Explain that the Wilson home is a single detached dwelling, occupied by one household; that its exterior material is brick and that it is not in need of major repair.

Choose another suitable trainee to take the part of "Enumerator".

Proceed with the Narrative.

Enumerator: In what year did your husband first occupy this dwelling, Mrs. Wilson?

Respondent: My husband and I came here in 1947. It was almost a year after John was discharged from the Air Force.

Enumerator: How many rooms are there in this dwelling?

Respondent: Well - There's the living-room, dining-room and kitchen downstairs. Upstairs we have two bedrooms, the bathroom and a sun-room.

Enumerator: Is the sun-room finished off and suitable for living quarters throughout the year?

Respondent: Oh no. We use it as an extra bedroom in the summer but it's much too cold to use in the winter.

Enumerator: Do you have hot and cold water piped inside this dwelling?

Respondent: Yes. We have both hot and cold water.

Enumerator: Do you have an installed bathtub or shower, Mrs. Wilson?

Respondent: We have an installed bathtub, but no shower.



Enumerator: Is this bathtub used exclusively by this household or is it shared with another household?

Respondent: Well, since we're the only persons here, I guess you'd say we used it exclusively.

Enumerator: Do you have a flush toilet, a chemical toilet, or other toilet facilities?

Respondent: Yes, of course, we have a flush toilet.

Enumerator: Is this flush toilet for this household's exclusive use or do you share it with another household?

Respondent: As I said, we're the only persons here. Are all these questions necessary?

Enumerator: Oh, yes, indeed, - even though they may seem foolish to you, often the answers are not so obvious as in your case. To make sure that we get complete and uniform enumeration, we must make the same inquiries of everyone.

\* Explain to the trainees that if they are enumerating in an urban area and it is evident from their observation that the dwelling is electrically lighted, Question 15 need not be asked. However, in doubtful cases, e.g., in rural areas or in the case of unusual occupied dwellings, such as houseboats, trailers, box cars, etc., Question 15 must be asked. In the case of the Wilson household, the enumerator observes that "Electricity (power line source)" is the correct oval to mark, and does so accordingly.

Enumerator: What refrigeration facilities do you have, Mrs. Wilson?

Respondent: We have an ice box, but we only get ice twice a week.

Enumerator: On what type of stove do you do most of your cooking?

Respondent: I have an electric stove.

Enumerator: What is the principal heating equipment used to heat this dwelling?

Respondent: We have a furnace. Is that what you mean?

Enumerator: Yes, that's right. Is it a steam, hot water or hot air furnace, Mrs. Wilson?

Respondent: It's a hot air furnace.

Enumerator: What fuel do you use in the furnace?

Respondent: We use coal mostly.

Enumerator: Is any other heating equipment used in this dwelling?

Respondent: Well - we have a stove in the kitchen.

Enumerator: You mean a stove in addition to the electric stove on which you do your cooking?

Respondent: Yes, a Quebec heater. We use it in the winter.

Enumerator: What fuel do you use in this stove, Mrs. Wilson?

Respondent: We use both coal and wood.

Enumerator: Which fuel would you consider to be the principal one used in this stove?

Respondent: Oh, I guess we use more coal than wood. It's hard to say.

Enumerator: Do you have a powered washing machine?

Respondent: Do you mean an electric washing machine?

Enumerator: Yes, or any motor-driven machine.

Respondent: We have an electric machine.

Enumerator: An electric vacuum cleaner?

Respondent: Yes.

Enumerator: A telephone?

Respondent: No - We haven't been able to get a telephone yet, although dear knows we've had our application in long enough.

Enumerator: Do you have a radio, Mrs. Wilson?

Respondent: Yes, a small one.

Enumerator: Do you have an automobile for passenger use, Mrs. Wilson?

Respondent: Yes, such as it is.

Enumerator: Is this home owned or rented by a member of this household?

Respondent: It's rented.

Enumerator: What is the amount of cash rent paid or to be paid for this dwelling for the month of May, 1951?

Respondent: We pay \$69.50 a month. It's really too much rent for us but it includes a garage. I imagine that if we had to rent a garage, it would cost us at least \$5.00 a month.

Enumerator: Does this rent include heat?

Respondent: No, I wish it did.

Enumerator: Is this rented as a furnished dwelling?

Respondent: Oh, no - all the furniture is ours.

Enumerator: Thank you very much, Mrs. Wilson. I think that is all, and I certainly have appreciated your co-operation.

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Key to 3rd Practice Narrative (Housing)

Question	Answer
1	WILSON, John Frederick
2	45 Fifth Avenue
3	- - - - -
4	0 - 0 - 2
5	Occupied
6	Single detached
7	1
8	Brick or brick veneer
9	No
10	1946 - 47
11	0 - 5
12	Hot and cold piped inside
13	Installed bathtub or shower (exclusive use)
14	Flush (for household's exclusive use)
15	Electricity (power line source)
16	Ice box
17	Electric range
18	Hot air furnace
19	Coal
20	Yes
21	Stove
22	Coal
23	Powered washing machine, electric vacuum cleaner, radio, automobile (passenger)
24	Tenant (non-farm)
25	\$70 and over
26	No
27	No
28	No Entry

XVIII. ENUMERATION TECHNIQUE  
AND  
FIELD PROCEDURE

Points to cover	Procedure
<p>1. Conducting the interview</p> <p>(a) Introduction</p> <p>(b) Use of Identity Card</p> <p>(c) Dress appropriately</p>	<ul style="list-style-type: none"> <li>* Have trainees turn to Pages 29-35 in the Enumeration Manual, marking Sections 33-41 for careful study.</li> <li>* Have an Identity Card ready for display purposes.</li> </ul> <p>Explain that to a large extent the success of enumeration depends upon the attitude adopted by the enumerator and the manner in which he conducts the interview.</p> <p>Point out that no set pattern of interviewing will suit every situation, since the enumerator will be meeting all types of people.</p> <p>Following, however, are a few rules to go by:-</p> <p>(a) <u>A pleasant, courteous, introduction.</u> At each dwelling the enumerator should introduce himself somewhat after this manner,- "Good morning, madam, I am the representative of the Government of Canada appointed to take the Census in this locality. I should like to enumerate you and the members of your household."</p> <p>(b) <u>Make use of Identity Card.</u> An Identity Card will be provided for each enumerator. This is the guarantee of his official status and must always be available.</p> <ul style="list-style-type: none"> <li>* Show the group an Identity Card, explaining that each enumerator will be given one at the end of the training sessions.</li> </ul> <p>(c) <u>Dress neatly and conservatively.</u></p>

Points to cover	Procedure
<p>(d) Put respondent at ease, but be business-like</p> <p>(e) Be courteous and thoughtful at all times</p> <p>(f) If necessary, arrange a call-back</p> <p>(g) Avoid enumerating before a group</p> <p>(h) Interview only responsible members of the household</p> <p>(i) Closing the interview</p>	<p>(d) Make an effort to <u>put the respondent at ease</u>. If necessary, establish a friendly relationship by briefly discussing a topic of general interest. On the other hand, <u>avoid being drawn into long, unnecessary conversations</u>. Adopt a business-like attitude, where need be, to avoid wasting time in idle conversation.</p> <p>(e) <u>In all circumstances, courtesy and thoughtfulness are essential</u>. Observe such niceties as removing your hat, brushing your feet, etc. Always speak in a courteous manner, even though you may not always receive the same treatment.</p> <p>(f) <u>If the call is made at an inconvenient time</u> for the household, <u>arrange to call back</u> at another time. If a call-back is necessary, be careful to retain the proper numbering of the dwelling on the Visitation Record.</p> <p>(g) If possible, <u>avoid enumerating before a group</u>. Stress the fact that the <u>Census is confidential</u> and ask the respondent if you may interview him alone. Speedier and more accurate results will be thus obtained.</p> <p>(h) <u>Do not accept information</u> concerning the members of the household <u>from a child</u>. <u>Avoid accepting information</u> concerning other members of the household <u>from servants</u> (although this may be necessary occasionally).</p> <p>(i) When the necessary documents and forms have been completed, <u>close the interview courteously</u>. <u>Thank the respondent</u> for his co-operation and <u>leave promptly</u>. In certain areas, where the enumerator is not familiar with the neighbourhood, he should inquire, before leaving a household, as to the names of the next-door neighbours.</p>
<p>2. How to deal with difficult cases</p>	<p>Occasionally there will be persons who, for various reasons, are difficult to enumerate.</p>

Points to cover	Procedure
	<p>Following are suggested methods of dealing with such persons:-</p> <p>(a) If a person is reluctant to give the required information, due to a feeling that this is an intrusion into his private business, it should be pointed out that -</p> <ul style="list-style-type: none"> <li>(i) Census information is <u>strictly confidential</u></li> <li>(ii) all Census employees are <u>sworn to secrecy</u></li> <li>(iii) no use is made of any Census return to the disadvantage of the individual.</li> </ul> <p>If this approach fails, attention should be drawn to the fact that <u>all persons are required by law to give the necessary information to an authorized Census enumerator</u>. Should the enumerator still be unable to get the required information he should -</p> <ul style="list-style-type: none"> <li>(i) make a note of the name and address of the persons refusing and</li> <li>(ii) report the matter to the Field Supervisor.</li> </ul> <p>(b) Certain persons will attempt to draw an enumerator into an argument either by questioning the value of the Census or by bringing up some political topic. Nothing is gained by arguing with such a person. Rather humour him along, but <u>under no circumstance become involved in a discussion on politics</u>. Simply explain that as a Census enumerator you must not discuss politics.</p>
<p>3. Language difficulties</p> <p>(a) Procedure in mixed English and French areas</p>	<p>Explain that the various forms and documents have been printed in English and in French. Enumerators will be supplied with those in the language which is spoken most commonly in their areas. Thus, in areas where both languages are spoken, it may be necessary to ask the questions in English while making the entries on a French language form, or vice versa.</p>

Points to cover	Procedure
<p>(b) Procedure in areas where neither English nor French is spoken</p>	<p>Enumerators in such areas will be supplied with a few documents in the "other" language. They are to be used only at the insistence of the person being enumerated. This should rarely occur since the respondent should not see the form. On completion, these "other" documents should be inserted in their proper place in the binder.</p> <p>Explain that should a household be encountered where neither English nor French is spoken and the enumerator cannot make himself understood in the language spoken there, it will be necessary to secure an interpreter.</p> <p>The dwelling should be marked for a call-back on the Visitation Record and the matter reported to the Field Supervisor for advice on securing the interpreter.</p>
<p>4. Call-backs</p> <p>(a) When to make a call-back</p> <p>(b) Marking Visitation Record</p>	<p>The occasions necessitating call-backs have already been discussed.</p> <p>Review these briefly -</p> <ul style="list-style-type: none"> <li>(i) Household out for the time being</li> <li>(ii) No responsible person present to give the information</li> <li>(iii) Unable to get complete information</li> <li>(iv) Form 5 left to be picked up</li> <li>(v) Time of first call inconvenient</li> </ul> <p>Remind trainees that (i) every call-back must be noted in the Remarks Column of the Visitation Record, showing the time when the call is to be made.</p> <p>(ii) when the call-back has been made and no further calls are necessary to complete the enumeration of that household, a tick-mark (✓) should be made opposite the reminder in Column VII.</p>



Points to cover	Procedure
(c) Clearing up call-backs	<p>Emphasize the necessity for keeping appointments strictly and of <u>clearing up call-backs</u> as <u>quickly</u> as possible.</p> <p>Point out that <u>if</u>, after repeated call-backs, it is <u>impossible to get the required information</u>, the <u>matter should be reported</u> to the Field Supervisor together with such details as the times at which the calls were made, the number of calls, the information gained from neighbours, etc.</p>
(d) What to do with incompletd documents	<p>Explain that when a document is only partly completed and a call-back is necessary, if the remaining documents in that jacket are filled in, the incomplete ones should be removed and carried in the pocket of the binder until the call-back is made and all entries completed. A <u>record must be kept</u> on the outside of the jacket of all documents thus removed.</p>
	<p>* Have trainees turn to Page 34, Section 39, of the Enumeration Manual and read the following.</p>
	<div data-bbox="446 720 969 1069" style="border: 1px solid black; padding: 10px;"> <p>If the call-back is required to complete a Population document, enter the last two digits of the document in the column headed "Out (Card No.)" at the time you remove the document from the jacket. If the call-back is required to complete a Housing document, enter the exact dwelling number in the column headed "Out (Dwelling No.)".</p> <p>A document removed from the jacket will be carried in a pocket of your binder until the call-back is made and all entries on the document completed. It will then be returned to its proper place in the jacket and the IN column on the jacket ticked off.</p> </div>
	<p>* Have trainees study the accompanying diagram to see the manner in which the above instructions are carried out.</p>

Points to cover	Procedure
<p>5. Daily check of enumeration</p>	<p>Emphasize that after each day's enumeration each enumerator should check his day's work.</p> <p>* Have trainees follow Section 40, on Page 34, of the Enumeration Manual, as you outline the following points.</p> <ul style="list-style-type: none"> <li>(a) Draw a line under the last name on the Visitation Record and record the date, as illustrated in the Specimen Booklet, Page 2.</li> <li>(b) Re-arrange the Forms 2, if necessary, grouping all the documents for each household, and arranging the households in numerical order as in the Visitation Record.</li> <li>(c) Check to make sure that the name, address and household number of household heads on the Population documents agree with the corresponding entries on the Visitation Record.</li> <li>(d) Check to ensure that each person in the household has the same household number (Question 4) as the household head.</li> <li>(e) Make sure that there is one Housing document for each dwelling number circled on the Visitation Record.</li> <li>(f) Check quickly through the Population and Housing documents completed during the day watching for any missing or incorrect entries.</li> </ul> <p>* Have trainees turn to Appendix B in the Enumeration Manual (Page 103).</p> <p>Explain that this chart will be useful in checking the documents and should be studied carefully.</p> <ul style="list-style-type: none"> <li>(g) Check quickly through all other forms completed during the day, again watching for missing or incorrect entries.</li> </ul>
<p>6. The use of the "Mark Sense" pen</p>	<p>Remind trainees that <u>all entries on Forms 2, 2A and 4 must be made with the "mark sense" pen, and must not be used on any other form.</u></p>

Points to cover	Procedure
	<p>★ Show the group a "mark sense" pen and demonstrate the method of using it.</p> <p>★ Have trainees turn to Page 34, Section 41 of the Enumeration Manual and note the instruction there given. It will be noted that a correction has been made in this instruction. Make certain that every trainee has the corrected paragraph inserted.</p> <p>Emphasize again that the "mark sense" pen should have sufficient ink to complete the enumeration in any area.</p> <p>Explain that <u>should any pen run dry or fail to work, every effort should be made to get it working or to obtain a refill immediately from the Field Supervisor. In the event of unavoidable delay in obtaining the refill and as a last resort, a pencil may be used. Under no circumstance is the ball point pen or any other type of pen (except the "mark sense" pen) to be used on Forms 2, 2A or 4. The ball point pen is to be used however on all other Census forms.</u></p> <p>Emphasize also that <u>every pencil mark thus made must be gone over later with the "mark sense" pen.</u> Great care must be taken to see that no pencil mark is missed. If in error a pen other than the "mark sense" pen is used, it will be necessary to copy the information from that document to a new document, using the "mark sense" pen. Each document so recopied must be carefully checked to make absolutely certain that no entry has been missed or incorrectly entered.</p> <p>★ Give each enumerator his pen and allow time for practice. Blank forms in the Specimen Booklet may be used for this purpose.</p> <p>Warn trainees that great care must be taken not to lose or break these pens. It may not be possible to replace them. Note that all pens must be returned with other supplies on the completion of the enumeration.</p>

XIX. ADMINISTRATIVE FORMS

Points to cover	Procedure
<p>1. Enumerators' Accounts (Forms 15 and 16)</p>	<p>★ Have your copies of Form 15 and Form 16 at hand.</p> <p>★ Distribute a Form 15 to each trainee.</p> <p>Explain that all details of claims must be entered on the appropriate account forms according to the instructions which follow.</p>
<p>(a) General instructions</p> <p>(b) Form 15 (Enumerator's Account-For Instruction)</p>	<p>Emphasize that <u>great care</u> must be taken in completing all account forms. Incorrect or incomplete entries will delay payment.</p> <p>Explain that <u>three copies</u> of each form must be completed. The <u>white and pink copies</u> must be submitted to the <u>Field Supervisor</u>, but <u>first</u> they must be <u>signed by the enumerator</u> in the space provided for his signature. <u>Otherwise the account cannot be accepted for payment. The green copy is to be retained by the enumerator.</u></p> <p>★ Have trainees follow Form 15 as you instruct.</p> <p>Explain that <u>Form 15 covers payment</u> for time while receiving instructions in the training periods, and expenses (where allowable), and that enumerators will receive a cheque in payment of the account, as soon as possible after enumeration is started.</p>
<p>(i) Headings</p>	<p>Note that (i) these entries are to be <u>printed in block letters.</u></p> <p>(ii) the <u>given name (or initials) followed by the surname</u> are to be printed in the upper two sections of the left-hand box. Care must be taken to assure that this order is used, as the name of the enumerator to whom the cheque will be payable will be taken from this entry.</p> <p>(iii) the <u>complete postal address</u> is to be printed in the space provided.</p> <p>(iv) the right-hand box is provided for the entry of the</p> <ul style="list-style-type: none"> <li>- Province</li> <li>- District name</li> <li>- District number</li> <li>- Sub-district number</li> </ul>

Points to cover	Procedure
(ii) Services and Expenses	<p>* In areas where there is no farm instruction give time, at this point, for trainees to complete these two sections of Form 15. If possible observe a few entries as they are being made, to make sure your instructions have been understood.</p>
	<p>In other areas, trainees will still have another day's instruction. Where this is the case, they may complete as much as possible of the form and make the final entries when the Training period is finished.</p>
	<p>* Explain the individual items as they apply to your particular area and have trainees complete the form, attaching the necessary receipts.</p>
	<p>Emphasize that it is in the interest of the enumerator to complete this form before leaving the Training period, so that payment can be made to him as soon as possible.</p>
	<p>Explain that (i) <u>claims for meals and accommodation are not allowable when half-day training periods are employed.</u></p> <p>(ii) <u>transportation and living expenses are only allowable if the place of residence of the enumerator is outside the instruction area.</u> This means that the distance must be such that the time required for transportation from the place of residence to the place of instruction is greater than that normally required to attend a place of employment. Also, such expenses will only be allowable if the place of residence is outside the area served by local bus or street-car service.</p> <p>(iii) <u>receipts are required for hotel accommodation.</u> The form of receipt should be that used by the hotel or person supplying the service. The receipt must show the date of payment, address, number of days of accommodation, the rate per day, the amount paid and the signature of the person to whom the payment was made.</p>

Points to cover	Procedure
	<p>(iv) <u>use of an automobile</u> at 6 cents per mile will only be allowed where there is no bus or train service available. When more than one enumerator travel in the same automobile, only the owner of the automobile will be allowed mileage. The rate per mile allowed for use of an automobile covers all car expenses, except bridge tolls and ferry charges.</p>
(iii) Signature	<p>★ Allow time for trainees to check their entries carefully, making certain that the separate copies of the form agree. When they are satisfied that everything is in order have them enter the date and sign their copies in the appropriate spaces.</p> <p>★ Collect the completed forms and put them aside to be checked and signed by you at the earliest opportunity (see Instructions to Field Supervisor, Page 18).</p>
(c) Form 16 (Enumerator's Account-For Enumeration)	<p>★ Have each enumerator find his copy of Form 16 in his Enumeration Portfolio and follow it as you instruct.</p>
(i) Headings	<p>Explain that these headings are to be completed in block letters in exactly the same manner as Form 15, with one exception, the last entry in the right-hand box.</p> <p>★ Have trainees note that the entry for "Sub-district" has been divided into two parts, "Number" and "Type".</p>
	<p>Explain that (i) the Sub-district number will be entered as usual.</p> <p>(ii) each Sub-district has been classed as <b>Type "A"</b> or <b>Type "B"</b> according to whether it is so marked on the description of that particular enumeration area. Each enumerator must indicate, in the space provided on Form 16, whether his area is <b>Type "A"</b> or <b>Type "B"</b>.</p>

Points to cover	Procedure
(ii) Items 1-9	<p>Explain that (i) for each type of form completed, the total number of units (i.e., number of persons on population forms, number of dwellings on housing forms, etc.) must be entered in the appropriate space under "Units Submitted - Number".</p> <p>(ii) the number of units must be multiplied by the rate per unit, and the amount entered under "Units Submitted - Amount".</p> <p><u>Example:</u> If an enumerator had completed 200 Forms 2 and 5 Forms 2A, he would enter "205" as the "Number" under "Units Submitted". Since the rate for these forms is 8 cents per person, he would multiply "205" by ".08" and enter "\$16.40" under "Amount".</p> <p><u>Note.-</u> Field Supervisors in Type "A" areas will explain that Item 10 will be left blank in these areas.</p>
(iii) Item 10	<p><u>Field Supervisors in Type "B" areas will explain that enumerators will receive in addition to the unit rates, an allowance to cover expenses. Enumerators in Type "B" areas will charge under Item 10(a) an amount of 7 cents per person enumerated.</u></p> <p><u>Field Supervisors for Type "B" areas in the Prairie Provinces only will explain that the special rate under Item 10(b) only applies to those enumerators whose area covers a whole township in which the population is less than 100 persons. In such cases, an allowance of \$7.00 per township will be granted under Item 10(b), and Item 10(a) will not apply. If, however, the enumeration area covers only a part of a township, and that part contains less than the equivalent fraction of 100 persons, the enumerator shall be paid that portion of \$7.00 equivalent to the fraction of the area of the township enumerated. If, for example, the enumeration area covers only one-third of the township and in that area there is more than one-third of 100 people, namely 34, the special allowance under Item 10(b) will not apply and he will be paid at the rate of 7 cents per person. If, however, there are less than 34 in</u></p>

Points to cover

Procedure

that part of the township, he will be paid one-third of \$7.00 or an amount of \$2.34 and Item 10(a) will not apply. This principle will apply whatever the fraction.

Be sure to point out that in any township, or part of a township of more than 100 persons, the allowance under 10(a) will apply (i.e., 7 cents per person) and not 10(b).

- (iv) Item 11  
(Charges for  
delivery of  
completed  
documents)

Explain that under this item enumerators in Type "B" areas only may charge for the delivery of completed documents to the Field Supervisor, in accordance with the regulations. Under these regulations the enumerator in a Type "B" area will be entitled to return rail or bus fare (or automobile mileage at the rate of 6 cents per mile where train or bus transportation is not available) provided the return trip is less than 50 miles. Where the return trip would be 50 miles or more, the completed documents are to be forwarded by express or by mail.

Emphasize that (i) should the documents be forwarded by mail or express, a receipt for the amount charged must be attached to the account. The method of forwarding must be entered in the space for details.

- (ii) should the trip be made by train, bus or automobile, the places "from" and "to", together with the mileage must be entered in the space for details.

- (v) Signature

Instruct trainees, on completing Form 16, to carefully check all entries before entering the date and signing the forms. They must also check to make certain that all copies of the forms are identical. When everything is in order, they will return the Forms 16 to you, at the same time that they turn in their completed work for their areas.

- (vi) Columns  
for office  
use only

Emphasize that these columns are for use by the Dominion Bureau of Statistics offices only and must not be marked in any way.



Points to cover	Procedure
<p>2. Transmittal Form (Form 29)</p> <p>(a) Purpose of Form 29</p> <p>(b) Procedure on receipt of supplies</p>	<p>★ Display a Transmittal Form (Form 29)</p> <p>Explain to trainees that a form similar to this will be found in each box of supplies. Each box together with the enumeration portfolio contains the supplies estimated to complete the enumeration of a Sub-district. These supplies will be distributed to the enumerators at the close of the Training sessions.</p> <p>Explain that the <u>Transmittal Form contains a list of the supplies included in each enumerator's box and portfolio. It is a check list of the supplies estimated to be adequate to carry out the assignment, and of the supplies that must be returned on the completion of the enumeration.</u></p> <p>Explain that (i) the enumeration supplies will be distributed at the end of the Training sessions. <u>These are not to be opened at this time.</u> Rather, they should be opened at home, checked with the Transmittal Form to make sure that the numbers received agree with the numbers entered in the column "No. issued."</p> <p>(ii) if there is any discrepancy, the enumerator should inform the Field Supervisor, possibly at the time when he meets with the Field Supervisor to plan the route of visitation.</p> <p>(iii) when each is satisfied that he has the required numbers of each item, he should sign the certification in the lower left-hand corner of the form.</p> <p>(iv) the Field Supervisor will sign below.</p>

Points to cover	Procedure
(c) Procedure on return of supplies	<p>Explain that (i) when the enumeration of a Sub-district is complete, the numbers of the various forms, supplies, etc., being returned must be entered in the column headed "No. returned." Care must be taken not to overlook any item.</p> <p>(ii) where a space has been marked out with several "X" marks, the item in question need not be returned.</p> <p>(iii) unused forms and schedules need not be returned <u>except spare jackets of Population and Housing documents.</u> These must be returned whether they have been used or not.</p> <p>(iv) all Blind and Deaf schedules must be signed and returned whether or not there are any blind or deaf persons enumerated.</p> <p>(v) before turning over supplies to the Field Supervisor, the certification in the lower right-hand corner of the form must be signed.</p> <p>(vi) Form 29 must be included with the supplies returned to the Field Supervisor.</p>
31. Progress Report (Form 25)	<p>★ Have each trainee find his copy of Form 25 (Progress Report) in his Enumeration Portfolio, and follow it as you instruct.</p>
(a) Purpose of Progress Report	<p>Explain that Form 25 will enable Census officials</p> <p>(i) to keep up-to-date on the progress of the field work.</p> <p>(ii) to take necessary action in the event of serious delay in any area.</p>
(b) When to complete Form 25	<p>Point out that this report must be completed twice weekly from June 1st until the enumeration is completed. <u>It must be in the hands of the Field Supervisor each Wednesday and Saturday.</u></p>

Points to cover	Procedure
(c) Method of delivery	<p>Explain that, where at all possible, enumerators,</p> <ul style="list-style-type: none"> <li>(i) must themselves deliver the Progress Report to the Field Supervisor.</li> <li>(ii) if this is impossible (due to long distances in rural areas, etc.), the report should be mailed. The reverse side of the Form is to be used for the Field Supervisor's address.</li> <li>(iii) if mailing, it will be necessary to use a 3-cent stamp and the cards should be mailed in time to be in the hands of the Field Supervisor by Wednesday and Saturday of each week.</li> </ul>
(d) How to complete the form	<p>Instruct trainees to complete Form 25, as follows:-</p> <ul style="list-style-type: none"> <li>(i) Fill in the District and Sub-district numbers at the top of the card.</li> <li>(ii) Fill in the date in the space provided in the upper right-hand corner of the card.</li> <li>(iii) Enter the total persons enumerated to date. Note that this number must include the persons enumerated on the day on which Form 25 is completed.</li> <li>(iv) Enter the total number of call-backs pending.</li> <li>(v) If the Sub-district is now complete, mark the box "Yes". If the Sub-district is not complete, mark the box "No". If the Sub-district is complete, except for call-backs, mark the appropriate (third) box.</li> </ul> <p>Explain that space has been left at the bottom of the card, for any further explanatory remarks.</p> <p>Warn trainees not to forget to sign the card before mailing.</p>

# XX. LIST OF COMMERCIAL FISHERMEN

(Form 9)

Note.-- Each Field Supervisor must judge for himself the amount of instruction necessary for Form 9. Every enumerator's portfolio contains a Form 9 suitable for enumerating 10 fishermen. In many areas, few, if any, fishermen will be found. If such is the case in the area under your supervision, a brief outline of the instructions for completing Form 9 will suffice.

If, however, you have an area in which there are a large number of fishermen, you should go over the instructions below, carefully and in detail. To enumerators who feel certain that they will have more than 10 fishermen in their sub-districts, distribute, as required, copies of the larger Form 9 with which you have been provided. Explain, at the same time that, should any other enumerator find that he needs a larger Form 9 or additional copies, he should apply to you at once.

Points to cover	Procedure
1. Definition of "Commercial fisherman"	<p>* Have trainees find Form 9 in their Portfolios and turn to the instructions given on the inside front cover.</p> <p>Define "Commercial fisherman" as follows:-</p> <p>"A Commercial fisherman is a person engaged in catching or carrying fish, who earned wages, sold fish or shared in the catch."</p> <p>Explain that by "carrying fish" is meant the carrying of fish from place of catch to place of sale or processing.</p>
2. Whom to enumerate on Form 9	<p>* Have trainees note the 2nd Instruction on the inside cover of Form 9, while you read it.</p> <div style="border: 1px solid black; padding: 5px;"> <p>2. Enumerate any commercial fisherman who during the year June 1, 1950, to May 31, 1951, either</p> <p>(a) spent 15 or more days fishing;</p> <p>or</p> <p>(b) earned \$100 or more by fishing.</p> </div>
3. Detailed instructions.	<p>* Use your copy of Form 9 to point out the following instructions.</p>

Points to cover	Procedure
(a) Entries on cover	<p>Explain that, as on the Visitation Record, the entries on the cover are very important and must be entered prior to enumeration. These entries are - (i) Province (ii) Electoral District (number and name) (iii) Sub-district No. (iv) Enumerator's name (v) Enumerator's Post Office Address</p> <p>Exphasize that these must agree with the corresponding entries on the Visitation Record.</p>
(b) Page headings	<p>Point out that the Electoral District No. - Sub-district No., and - Enumerator's name must be entered on the heading of each page and <u>must agree with</u> the entries made on the <u>cover</u>.</p>
(c) Column I	<p><u>Household Number</u> - Enter the same household number in Column I as given on this person's Population document, (Form 2, question 4).</p>
(d) Column II	<p><u>Fisherman's Name and Address</u> - As on the Visitation Record, print surname first, then given name and initials. The address must agree with that reported on the Visitation Record. Again, <u>care must be taken to make entries clear and legible.</u></p>
(e) Columns III, IV, V and VI	<p><u>During the period from June 1, 1950 to May 31, 1951, how many days were you fishing.</u></p> <p>* Have trainees follow, while you read Instruction 4 on the inside cover of Form 9.</p>

Points to cover

Procedure

4. Column III is your guide for marking columns IV, V and VI. Mark "X" in the appropriate box according to the number of days the person spent fishing:
- (a) on own account;
  - (b) as a partner or on shares or lay; and
  - (c) for wages.

Mark for each person only ONE of the four boxes in any one column. If the answer for any column is "none", that column must be left blank.

Example: A man who fished for 73 days on his own account and for 41 days on shares or lay, but did not fish as a partner or for wages: mark an "X" in column IV, Box 3, and in column V, box 2, and leave column VI blank.

Draw attention to the footnote of Column IV, i.e.,  
"Report senior partners and managers in this column".

Explain that the purpose is to treat on the same basis as "own account" fishermen, those who, while working as partners or employees, have the actual direction of fishing operations as, for example, deciding when and where fishing shall take place.

(f) Column VII

During the period from June 1, 1950 to May 31, 1951, was your total income from fishing less than \$100

- \$100 - \$999  
- \$1,000 - \$1,999  
- \$2,000 or more

\* Have trainees follow while you read Instruction 5 on the inside cover of Form 9.

5. For each fisherman mark an "X" in one of the four boxes in Column VII. Do not ask for the exact amount of income. It is only necessary to find out if the fisherman's income falls in group 1, 2, 3 or 4 as shown on the folio.

## XXI. FINAL REVIEW AND QUESTION PERIOD

It is suggested that this period be used by you, as Field Supervisor, in the manner which best suits the needs of your training group, i.e.,

- (i) where necessary, to give more complete instruction on points over which you may have had to hurry,
- (ii) to invite questions and discussion on any point which may not have been made clear,
- (iii) to review, by questions and use of the Enumeration Manual the more important details and basic concepts,
- (iv) in a word, generally to sum up the training given.

Following are suggestions for review which you may find useful. As Field Supervisor, with a complete knowledge of your own area and enumerators, you will know best which points should be stressed.

### Oral Questions for Final Review

Directions.- The following questions are based on information with which the enumerator must be thoroughly familiar. In most cases, the answer should be readily given. If a trainee is uncertain of the correct answer, have him locate it in his Manual, using the Index as a guide. In a few cases, the answer will be found on the form itself. You should emphasize the need for enumerators to be equally familiar with the instructions on the forms as in the Manual. For your convenience the correct reference to the Manual or form has been given.

Do not confine your questions to one or two trainees who are likely to have a ready response. Give each an opportunity, in turn, to answer a question.

Insist on one person and one person only answering each question. Over anxious trainees may want to call out the answer out of turn. This gives you no indication of what the group as a whole knows and gives an opportunity for slower members of the group to relax, waiting for some one else to do the thinking.

Question	Enumeration Manual Reference	
	Section No.	Page No.
1. What is the first enumeration form which you will fill out when you enter a dwelling? . . . .	7, 42	13, 35
2. Who will be listed in Column III on this form? .	43	37
3. What entry is to be made in Column 1 ? . . . .	43	36
4. What is a dwelling? . . . . .	1	12
5. In what order will dwellings be listed on the Visitation Record? . . . . .	14, 42	19, 35
6. What is a household? . . . . .	3	12
7. Who will be included as members of a household?.	4, 16	12, 22
8. On what form will they be enumerated? . . . .	16 (Group A)	22
9. When will you use Form 2A? . . . . .	16 (Group B)	22
10. What does "usual residence" mean? . . . . .	46	58
11. What will you do if you find a trailer, summer cottage, etc., in your area? . . . . .	32, 42	29, 35, 36
12. What is the difference between a "closed" dwelling and a "vacant" dwelling? . . . . .	2(b,c), 51	12, 64
13. What action will you take if you find (a) a "closed" dwelling, (b) a "vacant" dwelling? . .	2(c), 42(e)	12, 36
14. How will you enumerate a dwelling "under construction"? . . . . .	2(d), 42(f), 51	12, 36, 64
15. What action will you take if no one is at home when you call? . . . . .	37, 39, 42(c)	32, 34, 36
16. When will you use an Individual Form? . . . .	47	58
17. What procedure will you follow when you leave a Form 5? . . . . .	47	58-59
18. How will you determine who is "head" of the household? . . . . .	5, 45(Question:3)	13, 39
19. In what respects does Form 2A differ from Form 2? . . . . .	46(a,b,c,d)	58



Question	Enumeration Manual Reference	
	Section No.	Page No.
20. For Census purposes, what is a farm? . . . . .	10,45,76,87	14,39,77,81
21. How will a person's birthplace be determined, if that person was born outside Canada? . . . .	10, 45	14, 41
22. How will you word the question on origin? . . .	10, 45	15, 44
23. What must you watch when marking the documents?	44	38
24. What question will you ask when you have completed the last Form 2 for a household? . . . .	48	59
25. When will a person be considered (a) deaf? (b) blind? . . . . .	Definitions on Form 3	
26. What group of persons are to be enumerated in Questions 18-29? . . . . .	Persons 14 years of age and over	
27. To what period do Questions 20-25 and Question 27 refer? . . . . .	Week ending June 2, 1951	
28. To what period do Questions 26, 28 and 29 refer?	Year ending May 31, 1951	
29. When should Question 22 be asked? . . . . .	45(22)	49
30. When should you ask Questions 23-27? . . . . .	45	49
31. If a person worked for more than one firm or business during the week ending June 2, 1951, what entry should be made in Question 23? . . .	45(23)	50
32. What two things must your answer to Question 24 indicate? . . . . .	45	51
33. What entry should be made in Question 23 for a person who had previously been employed, marked "XL" in Question 20 and "No" in Question 21? . .	45	50
34. How should Questions 23-25 be completed if a person has never worked but looked for work during the week ending June 2, 1951? . . . . .	45	50
35. What conditions are necessary for a person to be classed as an "Own Account" in Question 27? . .	45	55
36. What conditions are necessary for a person to be classed as "Employer" in Question 27? . . . . .	45	55-56

Question	Enumeration Manual Reference	
	Section No.	Page No.
37. When should you ask Questions 28 and 29? . . . .	45	56
38. For what dwellings will a housing document be completed? . . . . .	7(6), 49	13, 60
39. How will you enumerate on a Form 4 an "institution" in your area? . . . . .	51	66
40. What procedure will you follow if you find a "hotel" in your area? . . . . .	26, 51	27, 66
41. How would you enumerate an apartment hotel? . .	26	27
42. When will a dwelling be classed as an "apt., flat, etc."? . . . . .	51	65-66
43. What will you include as "rooms" in a dwelling?	11, 51	18, 70
44. When will you consider water as "piped inside"?	51	70
45. What is the difference between "shared" and "exclusive" use? . . . . .	51	70
46. What is "supplementary" heating? . . . . .	51	71
47. What will you do if a household has none of the living conveniences listed? . . . . .	51	72
48. When is a home considered "owned"? . . . . .	51	72
49. What questions must be answered if the dwelling is rented? . . . . .	11, 51	18, 72
50. In the course of your enumeration you come upon an office building. Give two reasons why you should visit this building. . . . .	15	21

## XXII. DISTRIBUTION OF SUPPLIES

In areas where no agriculture instruction is given (i.e., where half-day training sessions are held).

1. Distribute an Identity Card (Form 14) to each trainee. Make sure that each signs his card and puts it away for safe-keeping. Emphasize the need for carrying it at all times.
2. Distribute enumeration supply boxes at the end of the Final Review and Question Period. To avoid confusion do not permit supply boxes to be opened at this time. Instruct enumerators to open them at home and check with the Transmittal slip. Any discrepancies, etc., may be reported when you meet with him to go over his plan of visitation.
3. Set the date for your appointment with each enumerator (see Page 7 ).

In areas where agriculture instruction is given (i.e., where whole-day training sessions are held).

Carry out instructions 1 and 2 above at the end of the Agriculture instruction. Instruction 3 will not apply, since you will by that time have had an individual appointment with each enumerator (see Page 7 ).

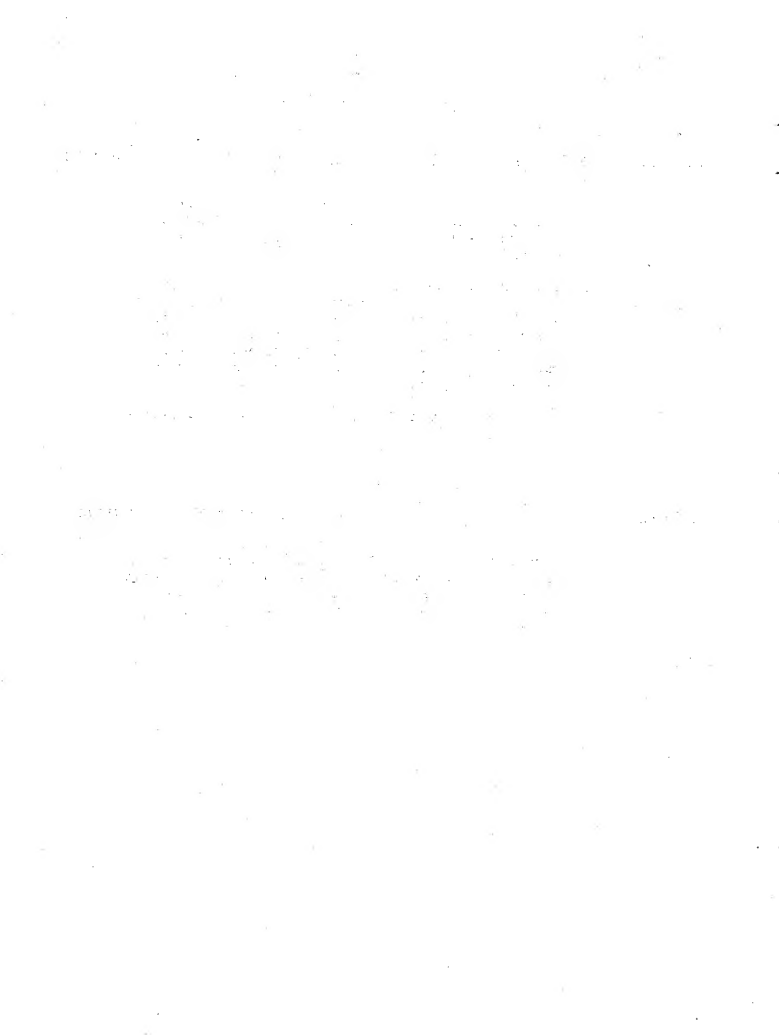
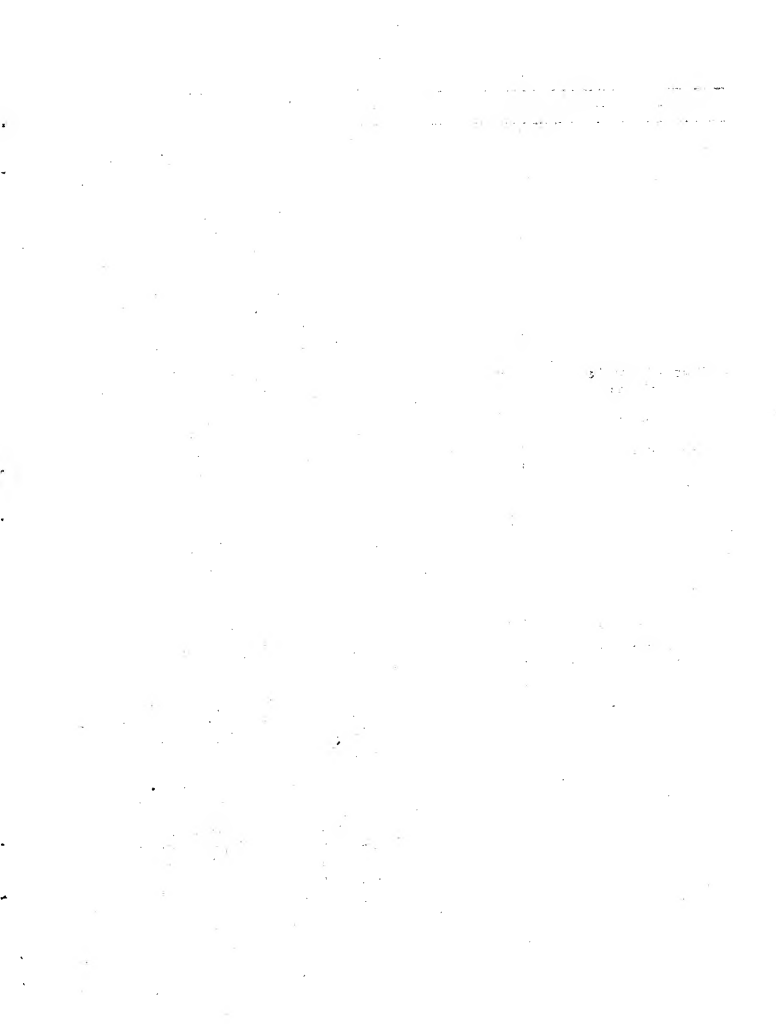


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Points to cover	Procedure
<p>4. Maps - Manitoba, Saskatchewan, Alberta (Section 78)</p> <p>5. Farm Schedule Number (Section 79)</p> <p>6. How to determine who is the farm operator (Section 80)</p>	<p><u>Example.- A non-resident farm which lies partly in two or more enumeration areas.</u></p> <p>If the farm lies partly in one sub-district and partly in another, and the person in charge does not live on either part of the farm, the enumerator must complete a schedule covering the complete farm, give a full explanation in the "Remarks" section, and bring the matter to the attention of the Field Supervisor.</p> <p>Explain that each enumerator in Manitoba, Saskatchewan and Alberta is required to complete a map of his sub-district. Instruction on how to complete maps will be given later.</p> <p>* Have the trainees look at the upper left-hand corner of the General Farm schedule marked "Farm Schedule Number".</p> <p>Explain that each General Farm schedule must be numbered in this space in the order in which the farms lie on the pre-arranged route. <u>This number is not the Household or Dwelling number</u>, although occasionally the same number may apply to both.</p> <p>* Read the important rules appearing in Section 80, Pages 77 - 78 of the Enumeration Manual.</p> <div style="border: 1px solid black; padding: 10px;"> <ol style="list-style-type: none"> <li>(1) The General Farm schedule is to be completed in the name of the <u>person responsible for the day-to-day operations of the farm</u>, whether he is operating it as an owner, tenant or hired manager.</li> <li>(2) In the case of farms operated by <u>institutions</u>, schools, firms, etc., write the name of the institution, firm, etc., along the top of the schedule. Report as farm operator the farm manager or the executive officer of the institution, firm, etc.</li> <li>(3) Do <u>not</u> list more than one farm operator for each farm enumerated. If the farm is operated by a <u>partnership</u>, consider one partner to be the farm operator.</li> </ol> </div>



Points to cover	Procedure
	<div data-bbox="440 174 968 322" style="border: 1px solid black; padding: 5px;"> <p>(4) Do <u>not</u> fill out a separate schedule for members of the family or other persons living on a farm <u>unless</u> that member operates a tract of land entirely independent and <u>separate</u> from the home farm.</p> </div>
<p>7. Location and area of farm (Section 81)</p>	<p>Remind trainees that they must report on the schedule <u>all</u> the land operated by the farm operator, including the land he owns, rents or leases from others, or manages for others.</p> <p>Emphasize -</p> <ul style="list-style-type: none"> <li>(a) land owned by the operator but rented to someone else must <u>not</u> be included on the schedule of this operator.</li> <li>(b) all land farmed by the operator must be reported whether it is all located in the one sub-district or not.</li> </ul> <p>* Have the trainees turn to Section XVII of the Farm schedule.</p> <p>Point out the following:-</p> <ul style="list-style-type: none"> <li>(a) Questions 167 to 191 are to be asked only of every fifth farm and are referred to as the Sample Questions.</li> <li>(b) The Farm Schedule Number (<u>not</u> the household or dwelling number) determines the farms on which the Sample Questions are to be asked.</li> <li>(c) Sample Questions will be first enumerated on Farm Schedule Number 2 and on every <u>fifth</u> farm thereafter (farms number 7, 12, 17, <u>22</u>, 27, etc.), that is every farm with the Farm Schedule Number ending in "2" or "7".</li> </ul> <p>* Ask: James Brown is a farm operator who is head of household Number 22. When you are enumerating his farm on Farm Schedule Number 19, would you complete the Sample Questions? Why?</p> <p>Ans. No. The Farm Schedule Number does not end in "2" or "7".</p>
<p>8. When to ask the Sample Questions (Section 82)</p>	
<p>9. Plan of visitation (Section 83)</p>	<p>* Make certain that trainees understand this section (which has already been covered in the Population part of the instructions) and if necessary review it again.</p>

Points to cover	Procedure
<p>10. Important points in filling out agriculture schedules (Section 84)</p>	<p>Emphasize the following points, as they are very important in the tabulation of the information by the Bureau of Statistics:-</p> <ul style="list-style-type: none"> <li>(i) Report to the nearest dollar, all questions on value, omitting cents.</li> <li>(ii) Report areas to the nearest whole acre <u>except</u> where provision has been made on the schedule to report certain crops to the nearest tenth acre.</li> </ul> <p>* Have the trainees look at Question 30 on the Farm schedule as being an example of a question where the acreage may be reported in tenth acres. Have them enter on the schedule 25 3/10 acres of potatoes for harvest in 1951.</p> <ul style="list-style-type: none"> <li>(iii) Where no entries are necessary, <u>leave spaces blank</u>. Do not fill in dashes or zeros.</li> <li>(iv) If a mistake is made -             <ul style="list-style-type: none"> <li>(a) draw a neat line through the entry in error, rewrite the new figure within the proper space.</li> <li>(b) Do not use an eraser or ink eradicatior.</li> <li>(c) If a square has been checked in error, circle the incorrectly marked square and put an "X" in the correct one.</li> </ul> </li> </ul> <p>* Have the trainees make some corrections on a Farm schedule and check to make sure they understand the proper method.</p> <ul style="list-style-type: none"> <li>(v) Report the production of the various products in the units asked for on the schedule.</li> </ul> <p>* Have the trainees look at the Conversion tables in Appendix C, Pages 107 - 108 of the Enumeration Manual.</p> <ul style="list-style-type: none"> <li>(vi) All information written into the schedule must be obtained by questioning the farmer or other person supplying the information, and must not be based on the enumerator's own views or opinions.</li> <li>(vii) Enumerators will use the special ball point pen that is supplied them. <u>They must not use the "mark sense" pen for Agriculture schedules.</u></li> </ul>
<p>11. Enumerating farms receiving a mailed schedule (Section 85)</p>	<p>Explain that many farm operators will have received an advance copy of the General Farm schedule by mail sometime before June 1.</p>

Points to cover	Procedure
12. Summary of what to enumerate for certain questions (Section 86)	<p>Outline the following situations that they may encounter:-</p> <p>(i) If the Farm Operator has completely filled out a Farm schedule before the enumerator arrives, the enumerator must carefully check the schedule <u>while still on the farm.</u></p> <p>* Do not discuss these checks at this point as they will be discussed later in the training program.</p> <p>(ii) If the Farm Operator has only partially filled out the Farm schedule, the enumerator must complete the schedule and carefully check every section.</p> <p>(iii) If the Farm Operator has not made any entries on the Advance schedule, lost it, or did not receive one, etc., the enumerator must complete a Farm schedule and carefully check every section.</p> <p>(iv) If, in spite of instructions, the Farm Operator has mailed the Advance schedule to Ottawa, the enumerator must complete another schedule.</p> <p>Emphasize the following points:-</p> <p>(a) All General Farm schedules must be <u>completed accurately and legibly in ink</u> before you will accept them.</p> <p>(b) If the farmer has made entries in pencil on the Advance schedule or if the entries are not clearly legible, the enumerator must make a new and readable copy in ink.</p> <p>(c) Sample Questions:- Tell the trainees that farmers receiving Advance schedules were instructed not to complete the <u>Sample Questions.</u></p> <p>The enumerator must complete, before leaving the farm, the Sample Questions for farms with Farm Schedule Number ending in "2" or "7".</p> <p>* Do not consider Section 86 in detail but tell the trainees that they must study this section at home so that they will know the points by memory.</p> <p>* Instruct trainees at this point to close their Enumeration Manuals and to follow the questions on the General Farm schedule as they are covered in the following sections.</p>

## II. ADDITIONAL POINTS ON COMPLETING A GENERAL FARM SCHEDULE

Points to cover	Procedure
1. Change of farm operator	<p>Explain that -</p> <ul style="list-style-type: none"> <li>(a) the enumerator must obtain from the present operator as accurate a record as possible of the crop acreage, production, sales, etc., of <u>this farm</u> for the year 1950. <u>This farm</u> means the farm described in question 6 of the Farm schedule.</li> <li>(b) the enumerator must NOT report crops harvested or sold in 1950 by the present farm operator on land which he does not now operate.</li> </ul>
2. Wood areas	<p>Explain that -</p> <ul style="list-style-type: none"> <li>(a) wood areas leased or under permit solely for the cutting of forest products are <u>not</u> to be enumerated.</li> <li>(b) farm woodlots which are <u>part of the farm</u> must be included with the farm.</li> </ul>
3. Source of information	<p>Point out that the enumerator must obtain information from -</p> <ul style="list-style-type: none"> <li>(a) <u>the farm operator</u> whenever possible.</li> <li>(b) <u>reliable and competent member of the operator's household</u> if it must be obtained from other than the farm operator.</li> <li>(c) in the case of <u>non-resident farms</u>, where a Farm schedule must be completed but the farm operator lives outside the enumerator's district, the information may be secured from a <u>neighbour</u> or from some other reliable source.</li> </ul>
4. Incomplete reports	<p>Point out that the enumerator is on the farm and in the best position to get a report. If the respondent has recently moved to the farm, he may hesitate to make a report for someone else's operations. The enumerator must encourage him to report on the basis of stubble and other cover, the approximate <u>acres</u> and <u>yields of crops harvested</u>.</p>
5. Arpents (For Field Supervisors in charge of certain areas of Quebec)	<p>Explain that -</p> <ul style="list-style-type: none"> <li>(a) for certain specified counties that are surveyed in arpents instead of acres the enumerator may enumerate in arpents.</li> <li>(b) the enumerator must write "Areas enumerated in arpents" along the top of the schedule.</li> </ul>

\* Distribute Agriculture Practice Exercises (Form 39) to the trainees. Have trainees answer these questions on their work sheets by marking (x) in the appropriate square or writing in the answer in the space provided. When the exercise has been completed ask one or two trainees for their answers to each question, and then give the correct answer.

Practice Exercise A.

Directions - Complete the following questions by marking (x) in the appropriate square or writing in the answer in the space provided. The Enumeration Manual or Farm schedule may be used for reference where necessary.

1. Mr. Jones owns 15 acres of land and has a blacksmith shop on his property. He has a small garden, the products of which are exclusively for his own use, but spends most of his time in his shop.

Do you complete a General Farm schedule for Mr. Jones? ☐ Yes ☒ No  
(Agricultural operations are not carried out on Mr. Jones' property so it does not constitute a farm)

2. Mr. Tom O'Neil lives on a 1-acre tract and has a laying flock of 125 hens. He sells most of the eggs and a number of chickens. He values the production of poultry and eggs at \$325 in 1950.

Do you complete a General Farm schedule for Mr. O'Neil? ☒ Yes ☐ No  
(This tract of land is from 1 to 3 acres and the production of agricultural products was valued at more than \$250 in 1950)

3. Mr. Rice is a retired farmer and owns 10 acres of farm land. During the last three years he has not worked his land. Apart from  $\frac{1}{2}$  acre on which his house is located he rents his land to Mr. Brown for pasturing live stock.

Do you complete a General Farm schedule for Mr. Rice? ☐ Yes ☒ No  
(The land retained by Mr. Rice is less than 1 acre. The  $9\frac{1}{2}$  acres of pasture must be included with Mr. Brown's land)

4. Mr. White lives in town. He owns and operates a 50-acre farm, on which no one is living, about 15 miles from town in another sub-district.

What enumerator completes a General Farm schedule for Mr. White's farm ?

- ( ☐ The enumerator in the town  
( ☒ The enumerator in the other sub-district.

5. Mr. Long owns and operates 160 acres of land, 40 acres of which are in your sub-district and 120 acres in the adjoining sub-district. Mr. Long lives in the other sub-district.

(a) How many General Farm schedules are required ? ( ☒ 1 schedule  
( ☐ 2 schedules

(b) Who completes the schedule or schedules? ( ☐ You complete it  
( ☒ The enumerator in  
( the other sub-  
( district completes it  
( ☐ You both complete  
( a schedule

6. Two brothers own and operate a 320-acre farm in partnership.

(a) How many General Farm schedules are required? (☒ 1 schedule  
(☐ 2 schedules

(b) What acreage should be reported ?  $\frac{320}{\text{(acres)}}$

7. Mr. Barns is a lawyer in the city and owns 150 acres of land about 50 miles away. He has a hired manager to look after the farm but drives out about twice a month to instruct him.

Do you complete the General Farm schedule in the name of (☐ Mr. Barns?  
(☒ The hired manager ?

(The hired manager is in charge of the day-to-day operations of the farm)

8. Mr. James lives on a 50-acre tract of land in the country but works in the city. His teen-age son looks after the live stock and crops. The father tells the son what to do.

Do you complete the General Farm schedule in the name of (☒ Mr. James?  
(☐ His son?

(Mr. James is in charge of the day-to-day operations of the farm)

9. Mr. Smith owns 90 acres of land and his wife has inherited 50 acres from her father. Mr. Smith operates both pieces of land.

How many General Farm schedules do you complete (☒ 1 schedule  
(☐ 2 schedules

10. A retired farmer owns 100 acres of land. He rents 95 acres to a neighbour and retains 5 acres for a garden, some chickens and two cows.

How many General Farm schedules are required for this 100 acres of land? (☐ 1 schedule  
(☒ 2 schedules

(A schedule must be completed for both the retired farmer and his neighbour as agricultural operations are carried out on both holdings)

11. You begin your enumeration by enumerating the hamlet of Horner's Corner. The first farm to be enumerated is the farm of William Moore who is head of household number 7.

(a) What Farm Schedule Number is assigned to the Farm schedule of William Moore ?

$\frac{1}{\text{(number)}}$

(b) Do you complete the Agriculture Sample questions? (☒ No  
(☐ Yes

(As this is the first farm on the enumeration route it will be assigned Farm Schedule Number 1. The sample questions will NOT be completed as the Farm Schedule Number does not end in 2 or 7)

### III. ORGANIZATION OF THE SCHEDULE

Points to cover	Procedure
1. Know the schedule	<p>Emphasize that the enumerators must become thoroughly familiar with the arrangement and content of the General Farm schedule.</p> <p>* Point out the major subject sections of the schedule.</p>
2. Key questions	<p>Explain that -</p> <ul style="list-style-type: none"> <li>(a) some sections of the schedule have key questions which must have a check mark (X).</li> <li>(b) if the enumerator reads the instructions beside these key questions they will enable him to skip groups of questions.</li> </ul> <p>* Have the trainees refer to Question 64 on the schedule, and explain that if the respondent answers "No" to the question "Have you 25 or more fruit trees on this farm" the enumerator will put a check mark (X) in the square beside "No" and follow the instructions which read "If 'No' skip to Question 72". If, however, the respondent had answered "Yes", the instructions are to "Answer Questions 65 to 71".</p>
3. Asterisks	<p>Explain that asterisks have been placed to the left of certain question numbers to assist in skipping inquiries when the answer to the key question indicates that they do not apply.</p> <p>* Have the trainees look at Question 35 "Did you harvest any seed in 1950 from the area reported in Questions 24 and/or 25?" in Section III of the schedule. If the answer to Question 35 is "No", the enumerator skips to Question * 44, which has an asterisk to the left of the number. The asterisk thus assists the enumerator to skip questions which do not apply to that particular farm.</p>
<p>4. Using the schedule</p> <p>(a) Ask the questions as worded</p>	<p>Emphasize that -</p> <ul style="list-style-type: none"> <li>(a) all questions must be asked as worded and in the order in which they appear on the schedule. Attempts to change questions while enumerating will probably result in omitting some information.</li> </ul>

Points to cover	Procedure
(b) Explanatory notes	(b) some of the questions on the schedule have explanatory notes in brackets (such as Question 19). The enumerator should read the note whenever the question is not understood by the respondent. A good practice is to ask the question, and while the respondent is thinking about an answer, give the explanation.
(c) Ask all the questions	<p>Emphasize that all the questions must be asked unless the instructions after a key question say to skip. The enumerator must ask the questions even though he may not think them important.</p> <p><u>Example:</u> Although a crop is not commonly grown in the area, the enumerator must ask the question just the same, otherwise, he may miss some of the information.</p>
5. Office codes	<p>Explain that -</p> <p>(a) <u>Circled numbers</u> on the Farm schedule should be disregarded during enumeration.</p> <p>(b) <u>Figures in the "Office use" columns</u> should also be disregarded.</p> <p>★ Have the trainees look at the circled numbers in Columns 2 and 3 of Section III of the schedule, and point out the "Office use" columns.</p> <p>★ Have the trainees look at the "Remarks" section of the schedule.</p>
6. Remarks	<p>Explain that -</p> <p>(a) this space has been provided for explanations of unusual situations.</p> <p>(b) "on-the-spot" comments that are provided by the enumerator are very important in interpreting replies.</p>
7. Enumerator's record	<p>★ Have the trainees look at the Enumerator's record at the end of the Farm schedule.</p> <p>State that the enumerator must always do the following before signing his name:-</p> <p>(a) Mark whether or not the farm is in the agriculture sample and if it is, check that the sample questions have been completed.</p> <p>(b) Mark whether the operator received and completed the advance copy of the schedule.</p> <p>(c) Fill in the Province, Electoral district number, Enumeration sub-district number, Municipality, and date enumerated.</p> <p>(d) Review the schedule before leaving the farm.</p>



Points to cover	Procedure
1. Location of farm (Question 6)	<p>★ Have the trainees look at Section II of the Farm schedule.</p> <p>Outline the following important points regarding this question:-</p> <ol style="list-style-type: none"> <li>(1) The enumerator must completely describe the farm <u>operated</u> by the farmer.</li> <li>(2) <u>All</u> the land operated must be listed, that is, all the land <u>owned</u>, all the land <u>rented or leased from others</u>, and the land <u>managed</u>.</li> <li>(3) This land may be entirely located in the enumerator's sub-district or part of it may be in other sub-districts.</li> <li>(4) Do NOT list land owned by the farmer but operated by someone else.</li> <li>(5) <u>Exact descriptions</u> of the farm land are very important and if the operator is not sure, the enumerator should have him check a recent tax notice or some other reliable source.</li> <li>(6) <u>If more lines are needed</u> to give the location of a farm, write on a separate slip of paper and pin it to the schedule.</li> <li>(7) <u>Municipality, township or parish</u> must be entered for each parcel of land. The term 'parish' refers to a governmental, and not to a religious, unit of organization.</li> <li>(8) The <u>tenure</u> of each parcel of land must be given separately and may be designated as follows:-               <ol style="list-style-type: none"> <li>(a) "O" for owned</li> <li>(b) "R" for rented or leased</li> <li>(c) "M" for managed.</li> </ol> </li> </ol>
(a) Prairie Provinces	<p>Explain that in the Prairie Provinces each section or part of a section must be listed separately, giving the area, tenure, and municipality for each piece of land.</p>

Points to cover	Procedure
(b) Other provinces (except Newfoundland)	Explain that in the provinces outside the Prairie Provinces, the lot number, range or concession must be given for each parcel of land where applicable.
2. Total area (Question 7)	Outline the following points regarding this question:- (a) This is the total area <u>operated</u> by the farmer, including lands owned, rented or leased from others, or managed. (b) Land owned by the operator but rented to someone else must NOT be included on the schedule for this operator. (c) Large areas of timber land or other non-agricultural land held by a farm operator, but conducted apart from the farm business, must NOT be included. (d) The area reported in this question will be the total area of the parcels of land reported in Question 6 (Col. (5) in the Prairie Provinces and Col. (3) for the rest of Canada).
3. Area owned (Question 8 (a))	Point out the following:- (a) This area must correspond to the area reported as owned in Question 6. (b) Report as owned the land that the operator or his wife holds under title, homestead law, purchase contract, or as an heir or as a trustee of any individual estate, or which is more or less permanently occupied by a squatter. (c) The land may be in more than one tract.
4. Area rented or leased from others (Question 8 (b))	Explain that this question includes - (a) area rented or leased from others on a <u>cash or fixed kind basis</u> . (b) area rented or leased from others on a <u>share basis</u> . (c) area of land used <u>rent free</u> . (d) all tracts of land <u>rented</u> or leased from others by the farmer whether located in this enumerator's sub-district or not.
5. Area operated for others as a hired manager (Question 8 (c))	Explain the following points:- (a) A hired manager is one who is paid to operate a farm for a person, firm, corporation, or institution.



- † Have trainees complete the following exercises relating to Questions 6, 7, and 8 on the General Farm schedule. When complete, ask two or three trainees for their answers to each exercise and then give the correct answer.

Note. - Practice Exercise B is divided in two sections - one for use in Eastern Canada and one for use in Western Canada. Make sure that you use the one which is applicable to your area.

Practice Exercise B (Eastern Canada)

Directions - Complete each of the following as if for an actual Farm schedule, using the details provided at the side of each exercise.

**Section II—LOCATION, AREA, TENURE AND VALUE, JUNE 1, 1951**

**6. LOCATION OF FARM** (Include all land operated in this sub-district or elsewhere, whether owned, rented or leased from others, or managed).

Range or concession (1)	Lot number (2)	Area in acres (3)	Tenure (Owned, rented or leased, managed) (4)	Township, parish or municipality (Name) (5)
9	2	50	O	Elmdale
9	3	100	O	Elmdale

1. Mr. Edwards says that he owns 100 acres, Lot 2 in Range 9 and 100 acres, Lot 3 in Range 9. However, he rents 50 acres of Lot 2 to a neighbour. All the land is located in the Municipality of Elmdale.

(Only 50 acres of Lot 2 are included because the other 50 acres have been rented to a neighbour and are therefore not being operated by Mr. Edwards.)

				(Acres)	A
7. What is the TOTAL area of ALL land you OPERATE whether OWNED, RENTED OR LEASED FROM OTHERS, MANAGED?.....				150	5
(Include all land you operate in this sub-district or elsewhere. This total must agree with area given in question 6.)					
8. How many acres of this farm do you:				150	5
(a) OWN.....					5
(b) RENT or LEASE FROM OTHERS.....					5
(c) operate for others as a HIRED MANAGER.....					5
(The total of questions 8(a), (b) and (c) must equal the total acreage of question 7.)					

**Section II—LOCATION, AREA, TENURE AND VALUE, JUNE 1, 1951**

**6. LOCATION OF FARM** (Include all land operated in this sub-district or elsewhere, whether owned, rented or leased from others, or managed).

Range or concession (1)	Lot number (2)	Area in acres (3)	Tenure (Owned, rented or leased, managed) (4)	Township, parish or municipality (Name) (5)
9	10	75	O	Elmdale
9	11	52	R	Elmdale
20	15, 16, 17	300	R	Sprucedale

2. Mr. Hunter tells you that he owns 75 acres of Lot 10 in Range 9 in the Municipality of Elmdale. He rents 52 acres of Lot 11 in Range 9 from a neighbour and tells you that he leases 300 acres (100 acres in each of Lots 15, 16 and 17 in Range 20) from the Government. This leased land is in another sub-district in the Municipality of Sprucedale.

				(Acres)	A
7. What is the TOTAL area of ALL land you OPERATE whether OWNED, RENTED OR LEASED FROM OTHERS, MANAGED?.....				427	5
(Include all land you operate in this sub-district or elsewhere. This total must agree with area given in question 6.)					
8. How many acres of this farm do you:				75	5
(a) OWN.....					5
(b) RENT or LEASE FROM OTHERS.....				352	5
(c) operate for others as a HIRED MANAGER.....					5
(The total of questions 8(a), (b) and (c) must equal the total acreage of question 7.)					

Section II—LOCATION, AREA, TENURE AND VALUE, JUNE 1, 1951

6. LOCATION OF FARM (Include all land operated in this sub-district or elsewhere, whether owned, rented or leased from others, or managed).

Range or concession (1)	Lot number (2)	Area in acres (3)	Tenure (Owned, rented or leased, managed) (4)	Township, parish or municipality (Name) (5)
9	12	45	0	Elmdale

3. Mr. Swanson owns all of Lot 12 in Range 9 (95 acres). He rents 50 acres of this land to a neighbour. All land is in the Municipality of Elmdale.

				(Acres)	A
7. What is the TOTAL area of ALL land you OPERATE whether OWNED, RENTED OR LEASED FROM OTHERS, MANAGED? (Include all land you operate in this sub-district or elsewhere. This total must agree with area given in question 6.)				45	5
8. How many acres of this farm do you:					
(a) OWN				45	5
(b) RENT or LEASE FROM OTHERS					5
(c) operate for others as a HIRED MANAGER. (The total of questions 8(a), (b) and (c) must equal the total acreage of question 7.)					5

Section II—LOCATION, AREA, TENURE AND VALUE, JUNE 1, 1951

6. LOCATION OF FARM (Include all land operated in this sub-district or elsewhere, whether owned, rented or leased from others, or managed).

Range or concession (1)	Lot number (2)	Area in acres (3)	Tenure (Owned, rented or leased, managed) (4)	Township, parish or municipality (Name) (5)
9	6	100	M	Elmdale
9	7	100	M	Elmdale
9	8	50	R	Elmdale

4. Mr. Martin manages Lots 6 and 7 in Range 9 (each of which contain 100 acres) for a business man in Montreal. Mr. Martin rents from a neighbour and operates for himself 50 acres of Lot 8, Range 9. He finds time to plant and harvest wheat from this land in addition to managing the two lots. All land is in the Municipality of Elmdale.

				(Acres)	A
7. What is the TOTAL area of ALL land you OPERATE whether OWNED, RENTED OR LEASED FROM OTHERS, MANAGED? (Include all land you operate in this sub-district or elsewhere. This total must agree with area given in question 6.)				250	5
8. How many acres of this farm do you:					
(a) OWN				50	5
(b) RENT or LEASE FROM OTHERS					5
(c) operate for others as a HIRED MANAGER. (The total of questions 8(a), (b) and (c) must equal the total acreage of question 7.)				200	5

**Section II—LOCATION, AREA, TENURE AND VALUE, JUNE 1, 1951**

**6. LOCATION OF FARM** (Include all land operated in this sub-district or elsewhere, whether owned, rented or leased from others, or managed).

Range or concession (1)	Lot number (2)	Area in acres (3)	Tenure (Owned, rented or leased, managed) (4)	Township, parish or municipality (Name) (5)
9	14	60	R.	Elmdale

5. Mr. Stone owns 100 acres Lot 14, Range 9 in the municipality of Elmdale. He rents 60 acres of it to Mr. Webb. This is the only land that Mr. Webb farms. Complete Questions 6, 7 and 8 for Mr. Webb's farm.

**7. What is the TOTAL area of ALL land you OPERATE whether OWNED, RENTED OR LEASED FROM OTHERS, MANAGED?**.....

(Include all land you operate in this sub-district or elsewhere. This total must agree with area given in question 6.)

(Acres)

**A**

5

60

**8. How many acres of this farm do you:**

(a) OWN.....

5

(b) RENT or LEASE FROM OTHERS.....

5

60

(c) operate for others as a HIRED MANAGER.....

5

(The total of questions 8(a), (b) and (c) must equal the total acreage of question 7.)

Practice Exercise B (Western Canada)

Section II—LOCATION, AREA, TENURE AND VALUE, JUNE 1, 1951

6. LOCATION OF FARM (Include all land operated in this sub-district or elsewhere, whether owned, rented or leased from others, or managed.)

PRAIRIE PROVINCES only (List each section or part separately.)

Quarter and section	Township	Range	Meridian	Area in acres	Tenure (Owned, rented or leased, managed)	Municipality (Name or number)
(1)	(2)	(3)	(4)	(5)	(6)	(7)
N. 1/2 2	6	28	W. 4	320	O	Dawson
S. E. 2	6	28	W. 4	160	O	Dawson
S. E. 11	6	28	W. 4	158	O	Dawson

Directions - Complete each of the following as if for an actual Farm schedule, using the details provided at the side of each exercise.

1. Mr. Edwards describes his farm as follows: in Township 6, Range 28, West of Fourth Meridian, he owns all of Section 2 and 158 acres of SE 1/4 of Section 11. He rents all the SW 1/4 of Section 2 to a neighbour. All land is located in the Municipality of Dawson.

(The SW 1/4 of 2 is not included because it has been rented to a neighbour and therefore is not operated by Mr. Edwards).

7. What is the TOTAL area of ALL land you OPERATE whether OWNED, RENTED OR LEASED FROM OTHERS, MANAGED? .....

(Include all land you operate in this sub-district or elsewhere. This total must agree with area given in question 6.)

(Acres)

A

638

8. How many acres of this farm do you:

(a) OWN .....

638

5

(b) RENT OR LEASE FROM OTHERS .....

5

(c) operate for others as a HIRED MANAGER .....

(The total of questions 8(a), (b) and (c) must equal the total acreage of question 7.)

5

Section II—LOCATION, AREA, TENURE AND VALUE, JUNE 1, 1951

6. LOCATION OF FARM (Include all land operated in this sub-district or elsewhere, whether owned, rented or leased from others, or managed.)

PRAIRIE PROVINCES only (List each section or part separately.)

Quarter and section	Township	Range	Meridian	Area in acres	Tenure (Owned, rented or leased, managed)	Municipality (Name or number)
(1)	(2)	(3)	(4)	(5)	(6)	(7)
N. W. 5	6	28	W. 4	160	O	Dawson
S. E. 7	6	28	W. 4	160	R	Dawson
All 16	10	28	W. 4	640	R	Grant
All 17	10	28	W. 4	640	R	Grant
All 20	10	28	W. 4	640	R	Grant

2. Mr. Hunter tells you that he owns NW 1/4 of Section 5, Township 6, Range 28, West 4 in the Municipality of Dawson. He rents the SE 1/4 of Section 7 in the same township from a neighbour, and tells you he leases Sections 16, 17 and 20 in Township 10, Range 28, West 4 from the Government. This leased land is in another sub-district, in the Municipality of Grant.

7. What is the TOTAL area of ALL land you OPERATE whether OWNED, RENTED OR LEASED FROM OTHERS, MANAGED? .....

(Include all land you operate in this sub-district or elsewhere. This total must agree with area given in question 6.)

(Acres)

A

2,240

8. How many acres of this farm do you:

(a) OWN .....

160

5

(b) RENT OR LEASE FROM OTHERS .....

2,080

5

(c) operate for others as a HIRED MANAGER .....

(The total of questions 8(a), (b) and (c) must equal the total acreage of question 7.)

5

Section II—LOCATION, AREA, TENURE AND VALUE, JUNE 1, 1951

6. LOCATION OF FARM (Include all land operated in this sub-district or elsewhere, whether owned, rented or leased from others, or managed.)

PRAIRIE PROVINCES only (List each section or part separately.)

Quarter and section	Township	Range	Meridian	Area in acres	Tenure (Owned, rented or leased, managed)	Municipality (Name or number)
(1)	(2)	(3)	(4)	(5)	(6)	(7)
Pt. S. W. 9	6	28	W. 4	110	0	Dawson
S. E. 9	6	28	W. 4	160	0	Dawson

3. Mr. Swanson owns all the  $S\frac{1}{2}$  of Section 9, Township 6, Range 28, West 4. He rents 50 acres of the  $SW\frac{1}{4}$  of this half section to a neighbour. All land is in the Municipality of Dawson.

	(Acres)	A
7. What is the TOTAL area of ALL land you OPERATE whether OWNED, RENTED OR LEASED FROM OTHERS, MANAGED? (Include all land you operate in this sub-district or elsewhere. This total must agree with area given in question 6.)	270	5
8. How many acres of this farm do you:		
(a) OWN	270	5
(b) RENT or LEASE FROM OTHERS		5
(c) operate for others as a HIRED MANAGER (The total of questions 8(a), (b) and (c) must equal the total acreage of question 7.)		5

Section II—LOCATION, AREA, TENURE AND VALUE, JUNE 1, 1951

6. LOCATION OF FARM (Include all land operated in this sub-district or elsewhere, whether owned, rented or leased from others, or managed.)

PRAIRIE PROVINCES only (List each section or part separately.)

Quarter and section	Township	Range	Meridian	Area in acres	Tenure (Owned, rented or leased, managed)	Municipality (Name or number)
(1)	(2)	(3)	(4)	(5)	(6)	(7)
All 20	6	28	W. 4	640	M.	Dawson
N. W. 19	6	28	W. 4	160	R.	Dawson

4. Mr. Martin manages a Section of land described as All Section 20, Township 6, Range 28, West 4 for a business man in Montreal. Mr. Martin rents from a neighbour and operates for himself  $NW\frac{1}{4}$  Section 19, Township 6, Range 28, West 4. He finds time to plant and harvest wheat from this quarter in addition to managing the section of land. All land is in the Municipality of Dawson.

	(Acres)	A
7. What is the TOTAL area of ALL land you OPERATE whether OWNED, RENTED OR LEASED FROM OTHERS, MANAGED? (Include all land you operate in this sub-district or elsewhere. This total must agree with area given in question 6.)	800	5
8. How many acres of this farm do you:		
(a) OWN		5
(b) RENT or LEASE FROM OTHERS	160	5
(c) operate for others as a HIRED MANAGER (The total of questions 8(a), (b) and (c) must equal the total acreage of question 7.)	640	5



Section 11—LOCATION, AREA, TENURE AND VALUE, JUNE 1, 1961

6. LOCATION OF FARM (Include all land operated in this sub-district or elsewhere, whether owned, rented or leased from others, or managed.)

PRAIRIE PROVINCES only (List each section or part separately.)

Quarter and section (1)	Township (2)	Range (3)	Meridian (4)	Area in acres (5)	Tenure (Owned, rented or leased, managed) (6)	Municipality (Name or number) (7)
Pt. N.W. 38	6	28	W. 4	60	R.	Dawson

5. Mr. Stone owns all NW $\frac{1}{4}$  Section 28, Township 6, Range 28, West 4 in the Municipality of Dawson. He rents 60 acres to Mr. Webb. This is the only land that Mr. Webb farms. Complete Questions 6, 7 and 8 for Mr. Webb's farm.

7. What is the TOTAL area of ALL land you OPERATE whether OWNED, RENTED OR LEASED FROM OTHERS, MANAGED?

(Include all land you operate in this sub-district or elsewhere. This total must agree with area given in question 5.)

8. How many acres of this farm do you:

(a) OWN

(b) RENT or LEASE FROM OTHERS

(c) operate for others as a HIRED MANAGER

(The total of questions 8(a), (b) and (c) must equal the total acreage of question 7.)

(Acres)

60

60

A

5

5

5

5

V. ENUMERATING CROPS

Points to cover	Procedure
1. Crop section	* Have the trainees look at Sections III, IV and V of the General Farm schedule.
2. Review of important rules applicable to crops	Review the following important rules applicable to the crops sections:- <ol style="list-style-type: none"> <li>Whole numbers are to be reported unless fractions are called for on the schedule. Fractions are always to be reported in <u>tenths of acres</u>.</li> <li>Report <u>values to the nearest dollar</u>, omitting cents.</li> <li>Where no entries are required <u>leave spaces blank</u>. Do not fill in dashes or zeros.</li> <li>Report the production of crops in the units asked for on the schedule.</li> </ol>
3. Field crops	Explain that the total area of the different crops for <u>harvest in 1951</u> must be reported in Column 1, whether <u>already</u> planted at the date of the Census or intended to be planted later.
(a) Crop areas sown or to be sown for harvest in 1951 (Col. 1)	
(b) Crop areas harvested in 1950 (Col. 2)	Explain that the total number of acres of each crop harvested on this farm in <u>1950</u> must be reported in Column 2. If the farm or any part of it was operated by someone else in 1950, the best estimate of the crop areas must be given.
(c) Crop production in 1950 (Col. 3)	Note the following points:- <ol style="list-style-type: none"> <li>Total production from the acreage harvested in 1950 must be reported in Column 3.</li> <li>Whenever there is an entry in Column 2, there must be an entry in Column 3.</li> <li>Entries must be made in the units given on the schedule.</li> </ol>
(d) Fall sown crops	State the following rules:- <ol style="list-style-type: none"> <li>Report in Column 1 the area of crops seeded in the summer or fall of 1950 for harvest in 1951.</li> </ol>

Points to cover	Procedure
(e) Crops go with the farm	<p>(ii) Report in Columns 2 and 3 of Section III the area and production of crops harvested in 1950 but sown in the summer or fall of 1949.</p> <p>Point out that (i) the enumerator must report the area and production of crops harvested in 1950 from the farm described in Question 6, regardless of who grew them.</p> <p>(ii) the person who grew the crops in 1950 on all or part of this farm may have quit farming or he may have moved to another farm.</p> <p>(iii) the 1950 area of crops is to be related to the farm and not necessarily to the person who grew them.</p>
(f) Prairie hay or marsh hay (Question 29)	<p>Tell trainees that wild hay (i.e., prairie hay or marsh hay) may be either cut from the natural pasture land of the farm, or cut by the farmer from land outside the farm.</p>
(g) Other field crops (Question 34)	<p>Explain that -</p> <p>(i) any field crop grown on the farm and not specified on the schedule must be included in this question.</p> <p>(ii) "X" is to be marked in the box beside the proper crop and the acreage and production entered in the proper column if the crop is sunflower grown for seed, rape grown for seed, mustard grown for seed, or flax of fibre varieties.</p> <p>(iii) if it is some other crop than those mentioned "X" is to be marked in the box beside "Others", and the acreage and production entered in the proper column.</p> <p>(iv) field roots other than potatoes, sugar beets for sugar, turnips, swedes or mangolds (for instance, carrots for feed) will be recorded in Question 34 with an "X" mark opposite "Others".</p> <p>(v) seeds of field roots must be recorded in Question 34, with an "X" mark opposite "Others".</p>
(h) Seed harvested (Questions 35 to 43)	<p>Note the following points:-</p> <p>(i) The production of seed must be reported in these questions, but the acreage of hay from which the seed was harvested must be reported in Question 24 or 25.</p>

Points to cover	Procedure
<p>4. Vegetables (Questions 47 to 63)</p>	<p>(ii) If the hay from which the seed was taken was used as feed, the production of hay will be shown in Column 3 of Question 24 or 25.</p> <p>(iii) The seed must be reported on a cleaned basis. If the seed was not cleaned, the enumerator must obtain an estimate of the weight of the seed on a cleaned basis.</p> <p>Explain that -</p> <p>(a) the acreage and value of production apply only to farms growing vegetables <u>mainly for sale</u>.</p> <p>(b) vegetable sales may be made by the farmer on the fresh market, to canners, freezers, dehydrators, or other processors.</p> <p>(c) if vegetables are grown on the farm, but are <u>mainly consumed</u> by the farm household, with possibly a small portion sold, then Questions 47 and 49 must be marked "No" and the rest of the section skipped.</p> <p>(d) if more than one crop of vegetables are to be planted on the same piece of land, then the acreage of each crop must be reported.</p> <p>(e) vegetables grown on institutional farms and consumed by the members of the institution are considered to be sold and the questions in this section will therefore be completed.</p> <p>* Have the trainees look at the note on the schedule under the heading of Section IV which says "Do not include potatoes and turnips". Point out that these crops are covered by Questions 30 and 31.</p>
<p>5. Tree fruits (Questions 64 to 71)</p>	<p>Emphasize that Question 64 will be asked on all farms, but if there are <u>less than 25 fruit trees on the farm</u>, then Questions 65 to 71 will be skipped.</p> <p><u>Field Supervisors in fruit growing areas -</u></p> <p>(a) must explain the use of the tables given in Appendix C, Page 108 of the Enumeration Manual on determining the approximate acreage and the number of trees in an orchard.</p>

Points to cover	Procedure
	<p>(b) must point out that if other crops (such as cultivated hay cut for feed, or vegetables) are grown between the rows of fruit trees, the area of the fruit trees and the areas of the other crops must all be reported as if they were grown alone.</p> <p>(c) must point out that fruit trees which are definitely <u>abandoned and worthless</u> must not be included.</p>
<p>6. Small fruits (Questions 72 to 77)</p>	<p>Explain the following points:-</p> <p>(a) The acreage and value of production of small fruits apply only to those farms which report these products <u>grown mainly for sale</u>.</p> <p>(b) If these products are grown on the farm, but are <u>mainly consumed</u> by the farm household, with possibly a small portion sold, then Question 72 will be marked "No" and Questions 73 to 77 skipped.</p> <p>(c) Report only cultivated fruits and <u>omit</u> wild fruits such as wild blueberries, saskatoons, etc.</p>
<p>7. Greenhouse and Nursery products, Mushrooms (Questions 78 to 82)</p>	<p>Explain that -</p> <p>(a) these questions refer only to products grown <u>mainly for sale</u>.</p> <p>(b) plants started in greenhouses and transplanted in the field of this farm are not to be included.</p> <p>* Have the trainees look at the schedule and read carefully what greenhouse and nursery products include.</p> <div style="border: 1px solid black; padding: 10px; margin-top: 10px;"> <p><u>Greenhouse products</u> include vegetables, vegetable plants, flowers, etc., grown under glass.</p> <p><u>Nursery products</u> include trees, shrubs, flowers, bulbs, etc., grown in the open.</p> <p>Include only mushrooms and rhubarb grown in houses.</p> </div>

Points to cover	Procedure
<p>8. Two or more crops harvested from the same land</p> <p>(a) Double crops</p> <p>(b) Other crops harvested in orchards</p> <p>(c) Interplanted field crops</p> <p>(d) Interplanting of fruit trees</p> <p>(e) Mixed grains</p> <p>(f) Mixed hay</p> <p>(g) More than one cutting of hay crops</p>	<p>Outline the following rules:-</p> <p>(a) If two or more crops are grown in succession on the same land within the same year, the entire acreage must be reported for each crop. This will occur most frequently in the case of vegetables.</p> <p>(b) Where another crop is grown between trees in an orchard, report the acreage of the crop as if it were grown alone. If there are 25 or more fruit trees, report also the total area for each kind of fruit.</p> <p>(c) When two crops are grown together, as when pumpkins are grown between or in rows of corn, the total acreage is to be reported under each crop.</p> <p>(d) The interplanting of two or more kinds of fruit trees must be converted to the equivalent number of acres, or fractions of an acre, for each kind of fruit separately.</p> <p><u>Example:</u> If there are 2 acres of apple and peach trees planted in alternate rows so that there is one row of apples, one row of peaches and so on, one acre of apples would be reported in Question 66 and one acre of peaches in Question 68.</p> <p>(e) Report grain crops sown and harvested as a mixture in Question 15.</p> <p>(f) A mixture of grasses and clovers or alfalfa must be reported in Question 24.</p> <p>(g) In reporting two or more cuttings of hay from the same area of land, the acreage must be reported but once. The total production of all cuttings must be reported in Column 3 of Question 24 or 25.</p>

Practice Exercise C.

Section III—FIELD CROPS

	1951	1950	
	Area for harvest in 1951	Area harvested in 1950	Quantity harvested in 1950
	acres	acres	quantity
<b>GRAINS</b>			<b>Bushels</b>
10. Wheat, spring sown (except durum).....		1	2
11. Wheat, fall sown.....		3	4
12. Wheat, durum.....		5	6
13. Oats for grain (threshed or combined).....	39	7 22	8 655
14. Barley.....		9 9	10 210
15. Mixed grains.....		11	12
16. Rye, fall sown.....		13	14
17. Rye, spring sown.....		15	16
18. Flax seed.....		17	18
19. Corn shelled or for grain.....		19	20
(Exclude ensilage and sweet or canning corn—see questions 54 and 55.)			
20. Buckwheat.....		21	22
21. Peas (dry for threshing).....		23	24
(Exclude canning peas—see question 53.)			
22. Field beans (dry).....		1	2
(Exclude canning beans—see question 52.)			
23. Soybeans (for threshing).....		3	4
<b>HAY or FORAGE CROPS</b>			<b>Tons</b>
24. All cultivated hay (except alfalfa sown alone)		5 5	6 20
25. Alfalfa sown alone.....		7	8
26. Oats cut for hay (or feeding unthreshed).....		9	10
27. Other grain cut for hay (or feeding unthreshed).....		11	12
28. Corn for ensilage or fodder.....		13	14
29. Prairie or marsh hay (cut on your farm or elsewhere).....	XXXXX	XXXXX	2
<b>POTATOES, ROOTS, Etc.</b>			
30. Potatoes (report to nearest tenth acre).....	2 10	1 10	6 (cwt.)
31. Turnips, swedes and mangolds (report to nearest tenth acre).....	18 10	3 10	19 45 (cwt.)
32. Sugar beets for sugar.....		20	21
33. Tobacco			(tons)
(Check type, report total acreage and production)		22	23
<input type="checkbox"/> Flue cured <input type="checkbox"/> Burley <input type="checkbox"/> Dark <input type="checkbox"/> Cigar <input type="checkbox"/> Pipe <input type="checkbox"/> Other	10	10	(lb.)
34. Other field crops			
(Check crop, report total acreage and production)		24 3	1675 (lb.)
<input checked="" type="checkbox"/> Sunflower seed <input type="checkbox"/> Rape seed <input type="checkbox"/> Mustard seed <input type="checkbox"/> Flax of fibre varieties <input type="checkbox"/> Others, (such as hops, sunflower for feed, etc.)			
			For office use

\* Have the trainees complete the Field Crops section of the schedule for the following exercise. Correct as for previous exercises.

Directions - Complete the Field Crops section in this exercise, as if for an actual farm schedule, using the details below.

Mr. Cooper is operating the same land he had last year. Last year he harvested 655 bushels of oats from 22 acres, and 210 bushels of barley from 9 acres. He also had a  $5\frac{1}{2}$  acre mixture of alfalfa and brome grass for hay. He cut this hay twice during the year, the first cutting yielding 12 tons, and the second cutting 8 tons. He cut 2 tons of wild hay along the road beside his farm. He had a small patch of potatoes of about  $1\frac{1}{10}$  acre and dug 10 bushels from this patch. He also had  $\frac{1}{4}$  acre of turnips yielding 45 hundred weight and 3 acres of sunflowers yielding 1675 pounds of seed.

This year he has 39 acres of oats and  $2\frac{1}{10}$  of an acre of potatoes.

( $5\frac{1}{2}$  acres of cultivated hay could be reported as either 5 or 6 acres because there is no provision for reporting fractions in this question.  $\frac{1}{4}$  acre of turnips could be reported either as  $2\frac{1}{10}$  or  $3\frac{1}{10}$ . Table 1 in Appendix C of the Enumeration Manual shows that 1 bushel of potatoes weighs 60 pounds. Thus 10 bushels equal 6 hundred weight.)

VI. CONDITION OF LAND, JUNE 1, 1951

Points to cover	Procedure
1. Condition of land	<p>* Have the trainees look at Section VI of the General Farm schedule.</p> <p>Explain that -</p> <ul style="list-style-type: none"> <li>(a) these questions are designed to find out how the land in the farm is used.</li> <li>(b) each acre of the farm can be counted only once.</li> <li>(c) the acreages reported in Questions 83 to 86, incl. must be added and the total entered in the space provided between Questions 86 and 87.</li> </ul> <p>* Refer the trainees to the part of Section VI on the schedule marked "Enumerator".</p> <ul style="list-style-type: none"> <li>(d) the acreages reported in Questions 83 to 88, incl. must be added and the total entered in the space provided under Question 88. This total must equal the total area of the farm as reported in Question 7.</li> </ul> <p>* Refer the trainees to the space on the schedule under Question 88.</p>
2. Area under crops (Question 83)	<p>Explain that -</p> <ul style="list-style-type: none"> <li>(a) this question must include the total acreage which is, or will be, under crop of any kind in 1951.</li> <li>(b) each acre of the farm must only be counted once.</li> <li>(c) if intercropping or double cropping is practised on the farm then the answer to this question will be less than the total of the individual crops. Such cases must be clearly explained in the "Remarks" section of the schedule.</li> </ul>



Points to cover	Procedure
	<p>* Refer the trainees to the note on the schedule under this question and have them read it. Make certain that all trainees thoroughly understand how the answer to this question is obtained.</p> <div style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p>This may be obtained by adding the 1951 area of all crops in Section III, vegetables in Section IV, fruits and nurseries in Section V <u>plus</u> the area in home gardens.</p> </div>
3. Area of improved land for pasture or grazing (Question 84)	<p>Point out that this question -</p> <ol style="list-style-type: none"> <li>(a) includes all land which has been cultivated and seeded to pasture and is used for grazing.</li> <li>(b) does NOT include natural prairie or pasture land (which must be reported in Question 88).</li> <li>(c) does NOT include land pastured after hay was cut (such land must be included in Question 83).</li> </ol> <p>* Refer the trainees to the note in Question 84 on the schedule, "Do not include the area cut for hay and re-ported in Question 83".</p>
4. Summer fallow (Question 85)	<p>Point out the following:-</p> <ol style="list-style-type: none"> <li>(a) This question includes the total acreage which is tilled or will be tilled as summer fallow in 1951.</li> <li>(b) If a crop, such as sweet clover or buckwheat, is sown and is to be ploughed under as green manure, the acreage must be reported as summer fallow.</li> <li>(c) Cultivated land that is not being tilled this year and is not under crops, but is lying idle, must be reported in Question 86 and NOT in this question.</li> <li>(d) Do NOT include as summer fallow, land that will be ploughed in the summer after a crop, such as hay or fall rye, has been removed. Such acreage must be reported in the crop section.</li> </ol>

Points to cover	Procedure
5. Area of barnyards, lanes, roads and idle cultivated land (Question 86)	<p>Include in this question the following:-</p> <ul style="list-style-type: none"> <li>(a) What is sometimes called the farmstead -- the farm buildings and barnyards.</li> <li>(b) Any cultivated land that is being left idle and is neither planted to crops nor summer fallowed.</li> <li>(c) Lanes and roads on the holding.</li> <li>(d) Areas of new breaking that have not yet been cropped.</li> </ul>
6. Woodland (Question 87)	<p>Include in this question those parts of the farm which are:-</p> <ul style="list-style-type: none"> <li>(a) Woodland or woodlots.</li> <li>(b) Cutover land with young growth which has, or will have, value as timber or fuelwood.</li> <li>(c) Trees planted for wind breaks.</li> <li>(d) Maple bushes.</li> </ul> <p>Do NOT include large timber tracts which are run as a separate business from the farm.</p>
7. Area of other land (Question 88)	<p>Explain that this question includes areas of natural pasture or hay land that have not been cultivated, brush pasture, grazing or waste land, sloughs, marsh, rocky land, etc., that are part of the farm and must be enumerated to give a complete account of the farm acreage.</p>

- \* Have the trainees complete Section VI (Condition of land) for the following exercise. Correct as for previous exercises.

Practice Exercise D.

Directions - Complete each of the following as if for an actual Farm schedule, using the details provided at the side of each exercise.

**Section VI—CONDITION OF LAND, JUNE 1, 1961**

*83. What is the area under CROP FOR HARVEST THIS YEAR?.....	100
(This may be obtained by adding the 1961 area of all crops in Section III, vegetables in Section IV, fruits and nurseries in Section V plus the area in home gardens. See the Enumerator's Manual for exceptional cases of intercropping or double crops.)	(acres)
84. What is the area of IMPROVED LAND FOR PASTURE or GRAZING? (Do not include the area cut for hay and reported in question 83.).....	15
85. What is the area of SUMMER FALLOW?.....	(acres)
86. What is the area in barnyards, lanes, roads and any improved land that will be idle this year?.....	3
(Include new breaking but exclude summer fallow.)	(acres)
ENUMERATOR— Add acres in questions 83 to 86 inclusive.....	118
87. What is the area of WOODLAND? (Include farm woodlots, maple bushes and cutover land with young growth which has or will have value as wood or timber).....	(acres)
88. What is the area of all other land such as unimproved hay land, rough pasture, slough, marsh, waste land, etc?.....	42
(acres)	
Add the acreage of questions 83 to 88. This total must equal the total area of the farm, question 7.....	160
	(acres)

**Section VI—CONDITION OF LAND, JUNE 1, 1961**

*83. What is the area under CROP FOR HARVEST THIS YEAR?.....	67
(This may be obtained by adding the 1961 area of all crops in Section III, vegetables in Section IV, fruits and nurseries in Section V plus the area in home gardens. See the Enumerator's Manual for exceptional cases of intercropping or double crops.)	(acres)
84. What is the area of IMPROVED LAND FOR PASTURE or GRAZING? (Do not include the area cut for hay and reported in question 83.).....	(acres)
85. What is the area of SUMMER FALLOW?.....	(acres)
86. What is the area in barnyards, lanes, roads and any improved land that will be idle this year?.....	2
(Include new breaking but exclude summer fallow.)	(acres)
ENUMERATOR— Add acres in questions 83 to 86 inclusive.....	69
87. What is the area of WOODLAND? (Include farm woodlots, maple bushes and cutover land with young growth which has or will have value as wood or timber).....	1
(acres)	
88. What is the area of all other land such as unimproved hay land, rough pasture, slough, marsh, waste land, etc?.....	10
(acres)	
Add the acreage of questions 83 to 88. This total must equal the total area of the farm, question 7.....	80
	(acres)

1. Mr. Wright reports that he has 60 acres of oats, 15 acres of barley and 23 acres of alfalfa (which he expects to cut for hay). He also has a 1 acre vegetable garden for home use, and 1 acre of potatoes. A 15-acre field of grass and clover mixture seeded two years ago is used only for pasture. He calculates that the barnyards, lanes, etc. occupy  $2\frac{3}{4}$  acres. The rest of the 160-acre farm is wasteland.

(The 100 acres entered in question 83 is the total of the oats, barley, alfalfa, vegetable garden and potatoes. The  $2\frac{3}{4}$  acres in question 86 must be reported as 3 acres as there is no provision for the reporting of fractions in this question).

2. Mr. Rand tells you that he seeded 56 acres of wheat last summer and that he expects to harvest it early in August of this year. He also has a considerable acreage in vegetables which he sells in the local market. On June 1 he has  $3\frac{1}{2}$  acres in cabbage,  $2\frac{1}{2}$  acres in green peas, 3 acres in sweet corn, 1 acre of cauliflower and 1 acre of radishes. He plans on selling the radishes in about two or three weeks and planting 1 acre of lettuce on the same piece of land. He estimates that the barnyards, lanes, etc. occupy about 2 acres and that there is an acre of trees forming a windbreak around the farm. There is 10 acres of wasteland on the 80-acre farm.

(The 67 acres entered in question 83 is the total of the acreage in wheat, cabbage, green peas, sweet corn, cauliflower and radishes. As the lettuce will be planted on the same land as the radishes, this acre of land will only be counted once in question 83 (see section on double crops)).

VII. IRRIGATION, FOREST FIRES, FARM MACHINERY,  
HIRED WORKERS, PART-TIME WORK

Points to cover	Procedure
<p>1. Irrigation (Questions 89 and 90)</p>	<p>Explain that -</p> <ul style="list-style-type: none"> <li>(a) Question 89 must be asked and an answer recorded on every farm.</li> <li>(b) irrigation is defined as the application of water to the land by artificial means such as a system of ditches or furrows, sprinklers, or similar works.</li> <li>(c) each irrigated acre must only be reported once in Question 90 even though it was irrigated more frequently or more than one crop was harvested from it.</li> <li>(d) if irrigation is reported in Saskatchewan, Alberta or British Columbia, the Irrigation schedule (Form 8) must also be completed.</li> </ul>
<p>2. Forest Fires (Questions 92 and 93)</p>	<p>Point out that -</p> <ul style="list-style-type: none"> <li>(a) only the number of fires that actually started in the woodland of this farm during the last 10 years are to be reported in Question 92.</li> <li>(b) Question 92 does NOT include the number of fires that started on another farm and burned woodland on this farm.</li> <li>(c) the total area of farm woodland burned by all forest fires, whether or not they originated on this farm must be reported in Question 93.</li> <li>(d) if more than one fire has burned the same area within the last ten years, then the area burned by each fire must be enumerated.</li> <li>(e) an area may be reported as burned in Question 93 even though Question 92 indicates that no forest fires started on this farm in the last ten years. Such areas would be burned by a fire which started on <u>another</u> farm.</li> <li>(f) fires used for purposes of land clearing are not to be reported. Of course, if the fire used for land clearing got out of control and burned woodland it was not intended to burn, then such a fire would be called a forest fire and would be enumerated.</li> </ul>

Points to cover	Procedure
3. Farm machinery (Question 94)	<p>★ Refer trainees to note beside "Forest Fires" on the schedule, "exclude fires used for purposes of land clearing".</p> <p>State the following rules regarding the enumeration of Question 94:-</p> <ul style="list-style-type: none"><li>(a) The <u>value</u> reported must be the amount for which the machinery or equipment would sell if there were a willing buyer and a willing seller, and not a forced sale.</li><li>(b) Farm machinery owned on shares must be included on the farm where it is found on June 1.</li><li>(c) Do not include old equipment which is no longer used.</li><li>(d) Do <u>not</u> report the original value or the replacement value unless it conforms with the market value.</li></ul>
4. Hired workers	<p>Explain that -</p> <ul style="list-style-type: none"><li>(1) only persons working on this farm and receiving wages during the week ending June 2, 1951, are to be reported.</li><li>(2) hired managers and family workers receiving regular wages are to be included.</li><li>(3) for Census purposes, housework is NOT to be included as farm labour.</li></ul> <p>★ Have the trainees pay particular attention to the note "Exclude housework" on the schedule.</p>
5. Part-time work (1) (Question 98)	<p>★ Read Question 98 very carefully with the trainees.</p> <div data-bbox="443 1170 943 1274"><p>Was the amount received from the sale of agricultural products of this farm greater than the income you (the operator) received from all other sources in 1950? (exclude income from investments).</p></div>

Points to cover	Procedure
(2) (Question 99)	<p>Explain that -</p> <ol style="list-style-type: none"> <li>(1) other sources include fishing, lumbering, mining, roadwork, carpentry, trucking, etc.</li> <li>(2) amounts received from crop insurance, hail insurance, Government subsidies, etc., are to be counted as agricultural products sold.</li> </ol> <p>Emphasize that Question 98 must be answered on <u>every</u> schedule.</p> <p>Explain that -</p> <ol style="list-style-type: none"> <li>(a) <u>Non-farm work includes</u> -               <ul style="list-style-type: none"> <li>carpentry,</li> <li>fishing,</li> <li>blacksmithing,</li> <li>working in the woods,</li> <li>working on the roads,</li> <li>buying grain or live stock,</li> <li>clerical work,</li> <li>working for the municipality or other organization either for cash or in payment for taxes, etc.,</li> <li>operating a filling station, grocery store, etc.</li> </ul> </li> <li>(b) <u>Farm work off the farm includes</u> the following when done for pay or wages -               <ul style="list-style-type: none"> <li>ploughing,</li> <li>threshing,</li> <li>general farm labour, etc.</li> </ul> </li> </ol> <p>Point out that Question 99 does NOT include -</p> <ol style="list-style-type: none"> <li>(1) exchange work, such as helping a neighbour with threshing or haying.</li> <li>(2) days of non-farm work or farm work off the farm performed by members of the operator's family.</li> </ol>

Points to cover	Procedure
1. Live stock and live stock products (Questions 100 - 136)	<p>★ Have the trainees look at Section XI of the schedule.</p> <p>State the following rules for enumerating live stock:-</p> <p>(a) Report all domestic animals on the farm, whether they belong to the farm operator, his hired help or members of his family.</p> <p>(b) Report animals kept on the farm which are pastured or fed for others.</p> <p><u>Exception:</u> live stock kept on <u>community pastures</u> must be reported on the farm of the owner of the live stock.</p> <p>(c) Do NOT report on this schedule live stock owned by this operator which are pastured or kept on another farm or ranch (unless it is a community pasture). Such live stock will be enumerated on the schedule of the farm or ranch where they are being kept.</p> <p>(d) Breeding animals which are owned jointly by two or more farmers or by government agencies and kept in turn on the various farms shall be reported on the farm where they happen to be located on June 1.</p> <p>(e) Report the total number of <u>hives of bees</u> owned by the farm operator, whether kept on this farm or elsewhere. Sometimes you will find that there are hives of bees on the farm which are owned by someone other than the operator; these are <u>not</u> to be enumerated on this farm. Where the owner of the bees has a farm, they must be reported on his farm schedule, but where he does not have a farm, the bees must be reported on Form 7 at the time the owner himself is enumerated.</p>
2. Total number of each class of live stock	<p>★ Have the trainees look at the questions on the various classes of live stock, and point out that there is usually a question which calls for the total number as well as for the numbers according to age and sex.</p>

Points to cover	Procedure
<p>3. Disposal of live stock</p> <p>(Questions 137 - 143)</p>	<p>Emphasize that the enumerator must make sure that the total of the numbers according to age and sex for each class of live stock is the same as the total number reported for that class.</p> <p>State the following rules regarding the questions in this Section:-</p> <ul style="list-style-type: none"><li>(a) Include all animals sold alive, slaughtered for sale, or slaughtered for home consumption on the farm in <u>1950</u>.</li><li>(b) The animals may have been owned by persons not living on the farm.</li><li>(c) Where live stock are bought for fattening and a General Farm schedule is required for the farm, the sales and consumption must be recorded.</li><li>(d) If there are any animals reported as sold in Section XII, there must be corresponding entries in Section XIII.</li></ul> <p><u>Example:</u> If one calf is reported as sold alive in 1950 for \$50, a "1" would be entered in Column 1 of Question 138 (a) and \$50 in Question 144.</p> <ul style="list-style-type: none"><li>(e) Do NOT include the transactions of drovers and live stock dealers where the animals are bought and immediately re-sold.</li></ul>



IX. FOREST PRODUCTS, MAPLE PRODUCTS AND FUR-BEARING ANIMALS

Points to cover	Procedure
<p>1. Forest products (Questions 150-158)</p>	<p>* Have the trainees read this section of the schedule very carefully.</p> <p>Point out that -</p> <ul style="list-style-type: none"> <li>(a) Question 150 must always have an answer.</li> <li>(b) products cut on the farm for either home use or for sale must be reported.</li> <li>(c) forest products may be cut by someone other than the farm operator, but they must nevertheless be reported if cut on the farm.</li> <li>(d) standard cords must be reported.</li> </ul> <p>* Refer trainees to Table 8, Appendix C, Page 108 of the Enumeration Manual.</p>
<p>2. Maple products (Questions 159-163)</p>	<p>Point out that -</p> <ul style="list-style-type: none"> <li>(a) Question 159 must always have an answer.</li> <li>(b) these questions refer to maple products produced in the spring of 1951.</li> </ul>
<p>3. Fur-bearing animals (Questions 164-166)</p>	<p>Emphasize that Question 164 must always have an answer.</p>

X. ENUMERATING THE SALES OF FARM PRODUCTS.

Points to cover	Procedure
1. Questions on sales	<p>* Have the trainees look at Questions 44 to 46, 144 to 149, 158, 163 and 166.</p>
	<p>Explain the following points regarding sales:-</p> <ul style="list-style-type: none"> <li>(a) All sales from the farm must be recorded, whether the returns were received by the farm operator or by some other person.</li> <li>(b) A landlord's share of crops and live stock sold are to be considered as sales from the operator's farm.</li> <li>(c) All sales apply to the calendar year 1950 except maple products which relate to the year 1951.</li> <li>(d) Sales values must be the amount received at the farm or local market.</li> </ul>
2. Products traded or exchanged	<p>Explain that -</p>
	<ul style="list-style-type: none"> <li>(a) products such as butter and eggs traded for groceries must be included in the value of sales.</li> <li>(b) products exchanged for services must be considered as sold, even though there was no receipt of money.</li> <li>(c) products traded or exchanged must be valued at prices prevailing in 1950.</li> </ul>
3. Sales on Institutional Farms	<p>Explain that products of an institutional farm used by the institution must be considered as sold and an estimate of their value entered in one of the sections relating to "Sales", and NOT in Section XXI, "Value of products used on this farm".</p>
4. Use of account books and income tax forms	<p>Point out that -</p> <ul style="list-style-type: none"> <li>(a) if the farmer keeps books, the enumerator will find these of great value in getting information on farm sales.</li> </ul>

Points to cover	Procedure
<p>5. Crop insurance and Government payments</p> <p>6. Crop participation payments</p>	<p>(b) if a farmer has a copy of his 1950 Income Tax form, it will give the enumerator information on sales.</p> <p>Caution the trainees concerning the use of Income Tax forms:-</p> <p>(a) Income Tax forms report only the receipts of the farm operator himself while the sales for the complete farm are required on the farm schedule, regardless of who may have shared in the receipts.</p> <p>(b) Sales of products purchased for immediate resale are included in the tax statement, but must not be reported as sales on the Farm schedule.</p> <p>Explain that payments received in 1950 for hail damage, crop failure, etc., from insurance organizations or P.F.A.A. must be reported as crop sales in Questions 44, 45, or 46.</p> <p>Explain that all crop participation payments received in 1950 must be included with the crop sales.</p>

# XI. SAMPLE QUESTIONS

Points to cover	Procedure
1. Sample questions	<p>* Ask: On what farms will Questions 167 to 191 be asked?</p> <p>Ans. On farms that are in the agricultural sample, that is, on every farm where the <u>Farm Schedule Number</u> ends in "2" or "7".</p> <p>* Ask: Explain the term Farm Schedule Number.</p> <p>Ans. The Farm Schedule Number is the number given to each General Farm schedule in the order in which the <u>farms</u> lie on the enumeration route.</p> <p>* Ask: Is the Farm Schedule Number the same as the Household or Dwelling Number?</p> <p>Ans. No.</p> <p><u>Note</u> - Make certain that the trainees fully understand the difference between these two numbers.</p>
2. Farm expenditures (Questions 167-174)	<p>State the following general rules regarding the enumeration of farm expenditures:-</p> <p>(a) Report all specified expenditures made in <u>1950</u> for the farm, whether paid in cash or obtained on credit.</p> <p>(b) For tenant-operated farms, include expenditures for this farm made in 1950 by the landlord as well as those made by the tenant.</p> <p>(c) Do not report expenditures for items not called for on the schedule.</p> <p>* Have the trainees read Section XVII of the Farm schedule and note that only certain expenditures are required.</p>
3. Rented land 1950 (Questions 175-179)	<p>Point out that -</p> <p>(a) these questions apply to land rented in <u>1950</u>.</p> <p>(b) the area reported in Question 176 may be different from the area reported as rented in 1951 (Question 8 (b)).</p>

Points to cover	Procedure
4. Milk production (Questions 180-188)	<p>Point out that -</p> <ul style="list-style-type: none"> <li>(a) Questions 180 to 186 apply to the month of <u>May, 1951.</u></li> <li>(b) Questions 187 and 188 apply to "yesterday": that is, the day before the enumerator completed the schedule for the farm.</li> </ul>
(a) Quantity (Column 1)	<p>Explain that -</p> <ul style="list-style-type: none"> <li>(i) the quantity must always be reported in pounds in Questions 181, 182, 183 and 184.</li> <li>(ii) the unit of measure must be marked with an "X" for Questions 180 and 185.</li> </ul> <p><u>Examples:</u></p> <ul style="list-style-type: none"> <li>(i) Question 180: If the farmer reports the quantity of whole milk sold in gallons, the enumerator must mark an "X" in the square opposite gallons and enter the quantity reported in Column 1.</li> <li>(ii) Question 181 (b): If the farmer reports the amount of cream sold in gallons, the amount must be converted to pounds. The note under this question says "1 gallon of cream weighs approximately 10 pounds". Therefore the enumerator must multiply the number of gallons by 10 in order to convert the number of gallons to pounds of cream.</li> </ul>
(b) Milk equivalent (Column 2)	<p>Explain that -</p> <ul style="list-style-type: none"> <li>(i) the milk equivalent column has been inserted to help the enumerator arrive at the total <b>production</b> of milk.</li> <li>(ii) the enumerator must enter in Column 2 the pounds of whole milk that are equivalent to the quantity of cream, butter and cheese entered in Column 1.</li> <li>(iii) if Column 2 is properly filled in, the sum of the entries of Questions 180 to 185 (Column 2) will equal the total for Question 186. <u>The enumerator must make this check.</u></li> </ul>

Points to Cover	Procedure
	<p>(iv) a milk equivalent table has been printed on the schedule in order to assist the enumerator in making these conversions.</p> <p>* Point out Milk Equivalent Table on schedule.</p> <p><u>Examples:</u></p> <p>(i) Question 180: If the amount of whole milk sold in May is reported in gallons, the enumerator will mark "X" in the box opposite gallons. In order to report the milk equivalent in Column 2, the enumerator may consult the table of Milk Equivalents which tells him that 1 gallon of milk weighs approximately 10 pounds. In this case, the enumerator will multiply the gallons of milk reported by 10 and enter the resulting figure in Column 2.</p> <p>(ii) Question 181(a): In order to convert the number of pounds of cream sold on a butterfat basis, to the milk equivalent, consult the Milk Equivalent Table. If 1 pound of butterfat is equivalent to approximately 30 pounds of milk, the enumerator must multiply the pounds of butterfat sold by 30 and enter the resulting figure, which is the milk equivalent, in Column 2.</p> <p>(c) Milk used on this farm in May, either as whole milk or cream, by the households on this farm (Question 185a)</p> <p>Point out that -</p> <p>(i) the quantity reported in question 185(a) should include only that milk and cream (in terms of whole milk) actually consumed in the farm households <u>for table use and baking</u>.</p> <p>(ii) it must <u>not</u> include milk separated to obtain cream for sale or buttermaking because this is reported in questions 181 and 182.</p> <p>(iii) it must <u>not</u> include whole milk used for feeding live stock because this is reported in Question 185(b).</p>

Points to Cover	Procedure
(d) Total milk produced in May (Question 186)	<p>Emphasize that -</p> <ul style="list-style-type: none"> <li>(i) this inquiry must be answered on all <b>schedules</b> where there is any milk produced.</li> <li>(ii) the answer to this question must equal the sum of the entries for Questions 180 to 185 (Column 2).</li> <li>(iii) this total should be checked, wherever possible, with any other figures that the farmer may have regarding the total milk production, since the total of the entries for Column 2 of Questions 180 to 185 is based on the accuracy of the conversion factors used.</li> </ul>
<p>5. Mortgages or agreements for sale (Questions 189 and 190)</p>	<p>Explain that -</p> <ul style="list-style-type: none"> <li>(a) the enumerator must obtain information on mortgage and agreements for sale debt only on farm buildings and land <u>owned by the operator</u>, whether or not it is located in the enumerator's sub-district.</li> <li>(b) the buildings and land may be operated by the farmer himself or rented to someone else.</li> </ul>
<p>6. Value of products used on the farm (Question 191)</p>	<p>Point out that -</p> <ul style="list-style-type: none"> <li>(a) this question refers to the estimated value of products of the farm used by all households on the farm in <u>1950</u>.</li> <li>(b) in order to help the respondent arrive at a total figure, space has been provided on the schedule to break this item into various categories. If the respondent finds that it is easier to arrive at a total figure without breaking it into these groups, they may be skipped.</li> <li>(c) if the farm household uses any products of the farm, there must be an entry in Question 191.</li> </ul>

- \* Have the trainees complete the following exercise relating to Section XIX on the General Farm schedule. Correct as for previous exercises.

Practice Exercise E.

Directions - Complete the exercise below as if for Section XIX of the actual Farm schedule, using the details provided at the side of the exercise.

**Section XIX—PRODUCTION OF WHOLE MILK IN MAY, 1951**  
**MILK EQUIVALENT TABLE**

Item	1 gal. milk	1 lb. butterfat	1 lb. cream	1 gal. cream	1 lb. butter	1 lb. cheese
Approximate milk equivalent	10 lb.	30 lb.	10 lb.	100 lb.	25 lb.	11 lb.
				Quantity		Milk equivalent lb.
*180. Whole milk sold in MAY (check unit)... { <input type="checkbox"/> gal. (Include milk sold retail and to dairy or factory.) <input checked="" type="checkbox"/> qt. <input type="checkbox"/> lb.				3,000	1	7,500
181. Cream sold in MAY:				2	5	150
(a) on a butterfat basis.....lb.				8	200	2,000
(b) by measure.....lb. (Report in pounds—1 gallon of cream weighs approximately 10 pounds.)				4	6	150
182. Butter made on this farm in MAY.....lb.				5		XXXXX
183. Butter made on this farm and sold in MAY..lb.				6	10	110
184. Cheese made on this farm in MAY.....lb.						
185. Milk used on this farm in MAY either as whole milk or cream:						
(a) By the households on this farm ( <input type="checkbox"/> gal. (check unit)..... { <input checked="" type="checkbox"/> qt. (Include milk skimmed for cream.)				3	7	80
(b) Whole milk fed to live stock ( <input checked="" type="checkbox"/> gal. (check unit)..... { <input type="checkbox"/> qt. (Do not include skim milk.)				12	8	120
186. Total whole milk produced in MAY..... (The sum of questions 180 to 185 (col. 2) must equal the answer to this question)				XXXXXX	9	10,110
187. How many cows were milked on this farm YESTERDAY? No.					10	14
188. How much milk was produced YESTERDAY?.....lb.					11	330

Mr. Forest has a dairy farm and reports the following information for May 1951:- He sold 3,000 quarts of fluid milk, 5 pounds of cream on a butterfat basis and 160 pints of cream by measure. He also made 6 pounds of butter and 10 pounds of cheese for his own use. He estimates that his household consumed 32 quarts of milk and his live stock 12 gallons of milk. Yesterday 14 cows produced 33 gallons of milk.



XII. THE ENUMERATION OF CERTAIN TYPES OF FARMS

Points to cover	Procedure
<p>1. Institutional farms</p>	<p>State the following rules regarding the enumeration of institutional farms:-</p> <ul style="list-style-type: none"> <li>(a) Report only the area and value of land and the value of buildings actually used for agricultural purposes.</li> <li>(b) Do not include the value of buildings used for the housing of inmates or for housing students.</li> <li>(c) The name of the manager of the farm or the executive officer of the institution is to be reported as the farm operator.</li> <li>(d) Write the name of the institution at the top of the schedule.</li> <li>(e) If it is necessary to report as farm operator a person, such as the executive of the institution, then the enumerator may leave blank Question 5 "How long have you operated this farm?" This must, however, be explained in the "Remarks" section of the schedule.</li> <li>(f) Products of the farm used by the institution must be considered as sold and an estimate of their value entered in the proper section on farm revenues.</li> </ul>
<p>2. Indian reservations and allotted Indian lands</p>	<p>Outline the following rules:-</p> <ul style="list-style-type: none"> <li>A. <u>Land on reservation allotted to individual Indians.</u> <ul style="list-style-type: none"> <li>(i) A separate schedule must be completed for each holding in the same manner as ordinary holdings are enumerated.</li> <li>(ii) Land will be reported as owned.</li> </ul> </li> <li>B. <u>Land on reservation not allotted to individual Indians nor leased.</u> <ul style="list-style-type: none"> <li>(i) Any land belonging to an Indian reservation and used for agricultural purposes but neither allotted to individual Indians nor leased to a corporation or individual, constitutes a single farm.</li> <li>(ii) Report the Indian Agent or farm manager as operator.</li> <li>(iii) Include on this schedule any live stock belonging to the reservation as a whole, or live stock belonging to members of the reservation who have no allotted land.</li> <li>(iv) Do not include the acreage of wild land not utilized for agricultural purposes.</li> </ul> </li> </ul>

Points to cover	Procedure
3. Co-operative farms or colonies	<p>Explain the following:-</p> <ul style="list-style-type: none"> <li>(a) If a number of persons operate a farm as a co-operative enterprise or colony, report the complete enterprise or colony as one farm.</li> <li>(b) The manager, president, etc., must be reported as the farm operator.</li> <li>(c) The name of the co-operative or colony must be clearly written at the top of the schedule.</li> <li>(d) Report as hired workers only those persons doing the farm work and receiving regular cash wages.</li> </ul>
4. Community pastures	<p>Explain that -</p> <ul style="list-style-type: none"> <li>(a) if the headquarters of a community pasture is located in his sub-district, the enumerator must complete a farm schedule covering the complete pasture.</li> <li>(b) the manager of the pasture must be given as the farm operator.</li> <li>(c) the name of the Community Pasture must be written across the top of the schedule.</li> <li>(d) live stock which are pastured on the Community Pasture for other farm operators must not be enumerated on the schedule for the Community Pasture as they will be enumerated on the farm of the owner.</li> <li>(e) for <u>Community Pastures operated by P.F.R.A.</u>, the enumerator must fill in as much information as the manager can supply. Do not ask the manager to get information from the Head Office of P.F.R.A. in Regina.</li> <li>(f) the enumerator must make a note in the "Remarks" section of the schedule of data that can only be secured from the Regina Head Office.</li> </ul>

XIII. REVIEWING GENERAL FARM SCHEDULES

Points to cover	Procedure
<p>1. General instructions</p>	<p>★ Refer the trainees to Sections 184 to 189, Pages 100 and 101 in the Enumeration Manual.</p> <p>Remind the trainees that -</p> <ul style="list-style-type: none"> <li>(a) <u>enumerators must review each General Farm schedule section by section before they leave the farm and before they sign the Enumerator's Record.</u></li> <li>(b) <u>entries must be legible and made with the ball point pen.</u></li> <li>(c) <u>areas must be reported to the nearest whole acre except where provision has been made on the schedule to report certain crops to the nearest tenth acre.</u></li> <li>(d) <u>all questions on value must be answered to the nearest dollar, omitting cents.</u></li> </ul>
<p>2. Questions always requiring an answer</p>	<p>★ Explain to the trainees that certain questions must always have an answer on every schedule. Have them look at each question of this type on the schedule.</p> <p><u>Questions always requiring an entry -</u></p> <ul style="list-style-type: none"> <li>(a) Questions 1 to 5 (See Section 97, Page 84 of the Enumeration Manual for the exception in the case of Question 5 on Institutional Farms).</li> <li>(b) Questions 6 to 9.</li> <li>(c) All "Yes" or "No" questions - Questions 35, 47, 49, 64, 72, 78, 89, 95, 98, 150, 159, 164, 175, 189, 192, 193.</li> <li>(d) The Enumerator's Record.</li> </ul>
<p>3. Acreage questions in Sections II, III, IV, V and VI of the schedule must be in agreement</p>	<p>Explain the following points:-</p> <ul style="list-style-type: none"> <li>(a) Question 7 must agree with the areas of land listed in Question 6.</li> <li>(b) The total of the areas given in Question 8 must equal the area given in Question 7.</li> <li>(c) The total of the area of field crops for harvest in 1951 (Section III, Column 1), together with the areas given in Questions 50 to 63, 66 to 71, 74 to 77 and Question 82, must have a close relationship to the area given in Question 83.</li> </ul>

Points to cover	Procedure
<p>4. Live stock numbers and wool clip in Section XI of the schedule must always be checked</p> <p>5. Live stock and live stock products sold in 1950 (Section XIII)</p> <p>6. Production of whole milk in May, 1951 (Section XIX)</p>	<p>The difference will be the area of vegetables, fruits, nursery and greenhouse <u>products grown mainly for home use</u>. Normally, this difference should not be more than an acre or two. However, if there is intercropping or double cropping (See Enumeration Manual, Section 134, Page 89), this will mean that the acreage in Question 83 will be less than the total of the individual entries.</p> <p>(d) The total of the areas given in Section VI of the schedule (Questions 83 to 88 inclusive) <u>must equal</u> the area given in Question 7.</p> <p>Emphasize the following:-</p> <p>(a) Questions 101 to 104 inclusive must equal Question 100.</p> <p>★ Refer trainees to note under Question 104 on the schedule.</p> <p>(b) Questions 106 to 110 inclusive must equal Question 105.</p> <p>★ Refer trainees to note under Question 110.</p> <p>(c) Questions 114 and 115 must equal Question 113.</p> <p>★ Refer trainees to note under Question 115.</p> <p>(d) Questions 117 to 119 inclusive must equal Question 116.</p> <p>★ Refer trainees to note under Question 119.</p> <p>(e) Questions 121(b) and 121(c) must equal Question 121(a).</p> <p>★ Refer trainees to note under Question 121(c).</p> <p>(f) Questions 123 to 126 inclusive must equal Question 122.</p> <p>★ Refer trainees to note under Question 126.</p> <p>Explain to trainees that Questions 144, 146, 147 and 148 must have some degree of relationship to the entries made in Section XII (numbers of these animals sold).</p> <p>★ Refer trainees to the note under Question 186 which says "The sum of Questions 180 to 185 (Col. 2) must equal the answer to this question".</p>

XIV. THE USE OF MAPS

(For Field Supervisors in Manitoba, Saskatchewan and Alberta)

Points to cover	Procedure
1. Completing the map	<p>* Have the trainees look at the specimen map in Section 95, Page 83 of the Enumeration Manual.</p> <p>Explain that -</p> <ul style="list-style-type: none"> <li>(a) the enumerator of agricultural areas must account on the map for all the land in his sub-district.</li> <li>(b) each quarter section or part of a quarter section must be clearly marked as to whether it is farm land or non-farm land.</li> <li>(c) the completed map must be returned with the rest of the documents to the Field Supervisor.</li> </ul>
2. Method of marking the map	<p>Explain that there are three different types of marks to be put on the map -</p> <ul style="list-style-type: none"> <li>(i) <u>Farm Schedule Number</u> must be entered on the map for every quarter section or part of a quarter section enumerated. In cases where the farm area is so small that the Farm Schedule Number cannot be entered in the proper location on the map, the Farm Schedule Number may be entered in the margin and an arrow drawn to the exact location of the land on the map.</li> <li>(ii) <u>An "O"</u> must be entered on the map for farm land lying within the sub-district that will be enumerated by the enumerator in another sub-district. This will occur where the farm headquarters is located in another sub-district.</li> </ul> <p style="padding-left: 40px;"><u>Emphasize that the enumerator must be certain that this land will be included on the farm schedule of a farm operator in another sub-district.</u></p> <ul style="list-style-type: none"> <li>(iii) <u>An "X"</u> must be marked on the map for non-farm areas, abandoned or idle land. This will include areas such as forests, coulees, abandoned or idle land (not part of occupied farms), lakes and large rivers.</li> </ul>

XV. IRRIGATION SCHEDULE (FORM 8)

(For Field Supervisors in Saskatchewan, Alberta, and British Columbia)

Points to cover	Procedure
1. Where used	<p>* Have the trainees look at a copy of the Irrigation schedule (Form 8).</p> <p>Explain that the Irrigation schedule will only be used in Saskatchewan, Alberta and British Columbia.</p>
2. When used	<p>Point out that -</p> <ul style="list-style-type: none"> <li>(a) this schedule must be filled out when the farm operator answers "Yes" to Question 89 on the General Farm schedule "Have you a crop irrigation system on this farm?"</li> <li>(b) it will be completed in addition to the General Farm schedule (Form 6) for farms reporting a crop irrigation system.</li> </ul>
3. Definition of irrigation	<p>* Refer the trainees to the statement at the top of the Irrigation schedule.</p> <p>Define Irrigation as the application of water to the land by artificial means, through a system of ditches, furrows, sprinklers or similar works.</p>
4. Grains irrigated in 1950 (Questions 7 to 12)	<p>Point out that -</p> <ul style="list-style-type: none"> <li>(a) provision is made on the schedule in Questions 7 to 12 to report the area of certain grain crops irrigated in 1950.</li> <li>(b) the area of grains irrigated but not listed on the schedule must be reported in Question 20.</li> </ul>
5. Hay and pasture irrigated in 1950 (Questions 13 and 14)	<p>State the following rules:-</p> <ul style="list-style-type: none"> <li>(a) All cultivated hay land that was irrigated in 1950 and <u>cut</u> for fodder must be reported in Question 13.</li> <li>(b) Cultivated hay land that was irrigated in 1950 and used for pasture or grazing (but not cut) must be reported in Question 14.</li> <li>(c) Natural or prairie hay land that was irrigated in 1950 and used for pasture or grazing (but not cut) must be reported in Question 14.</li> <li>(d) Natural or prairie hay land that was irrigated in 1950 and cut for hay or fodder must be reported in Question 20.</li> </ul>

Points to cover	Procedure
6. Vegetables and fruits grown mainly for sale (Questions 17, 18, 19)	<p>Emphasize that -</p> <ul style="list-style-type: none"> <li>(a) only irrigated areas of vegetables and fruits <u>grown mainly for sale</u> are to be reported.</li> <li>(b) the <u>total area of vegetables</u> must be reported in Question 17.</li> <li>(c) the <u>total area of tree fruits</u> must be reported in Question 18.</li> <li>(d) the <u>total area of small fruits</u> must be reported in Question 19.</li> </ul>
7. Total area irrigated in 1950 (Question 21)	<p>Point out that -</p> <ul style="list-style-type: none"> <li>(a) each irrigated acre must be reported only once in this question, even though the area may have been irrigated more than once in 1950.</li> <li>(b) the answer to Question 21 will be the total of Questions 7 to 20 <u>only when double cropping or intercropping does not occur</u> (See Enumeration Manual, Section 134). Each irrigated acre must be reported only once in this question even though more than one crop was harvested from it.</li> <li>(c) the answer to Question 21 on the Irrigation schedule must be the same as the answer to Question 90 on the General Farm schedule (Form 6).</li> </ul>
8. Area irrigated by a sprinkler system in 1950 (Question 22)	<p>Explain that the enumerator must report in this question the area irrigated in 1950 with water sprayed from sprinklers either from an overhead system or from a system on the surface of the ground.</p>
9. Reviewing the Irrigation schedule	<p>Emphasize that the enumerator must carefully review each completed Irrigation schedule <u>before leaving the farm</u> and before signing his name in the Enumerator's Record.</p> <p>* Refer trainees to Section 198, Page 102 of the Enumeration Manual outlining the checks that must be made.</p>
	<p>State the rules for checking this schedule:-</p>
	<ul style="list-style-type: none"> <li>(a) Questions 1, 2, 3, 5, 6 and 21 must always have an answer, and the Enumerator's Record must be completed.</li> <li>(b) The total area of farm (Question 5) and the areas reported in Questions 7 to 20 inclusive must be carefully checked with the entries made on the General Farm schedule. These entries on the Irrigation schedule must never be greater than the entries on the General Farm schedule.</li> <li>(c) The answer to Question 21 on the Irrigation schedule must be the same as the answer to Question 90 on the General Farm schedule (Form 6).</li> </ul>

\* Have enumerators in Irrigation areas complete Questions 7 to 22 of the Irrigation schedule for the following example. After asking one or two for their answers, give the correct answers.

### Practice Exercise F.

**Directions -** Complete the exercise below as if for an actual Form 8, using the details provided at the side of the exercise.

How many acres of the following were irrigated in 1930?  
(Report to nearest whole acre except in questions 16, 17, 18, 19)

Grains

7. Wheat, all.....

8. Barley.....

9. Oats for grain (threshed or combined).....

10. Rye, all.....

11. Flax for seed.....

12. Peas (dry for threshing).....  
(Exclude canning peas - see question 17)

Hay and Pasture

13. All cultivated hay cut in 1950.....

14. Pasture or grazing land not cut for hay (both natural and cultivated).....

Sugar beets and Potatoes

15. Sugar beets for sugar.....

16. Potatoes (Report to the nearest tenth acre).....

Vegetables and fruits grown mainly for sale  
(Report to nearest tenth acre)

17. Vegetables.....

18. Fruits, tree.....

19. Fruits (small cultivated such as strawberries, grapes, etc.).....

Other Irrigated Area

20. Other irrigated land  
(include crops not mentioned above and summer follow)  
*Summer fallow*  
Name \_\_\_\_\_

21. Total area irrigated in 1950.....

22. Area irrigated by a sprinkler system in 1950.....

Mr. James reports that the following acreages were irrigated by a sprinkler system three times in 1950: 5 acres of summer fallow,  $\frac{1}{2}$  acre of potatoes, 10 $\frac{1}{2}$  acres of apples and 9 acres of peaches (this fruit was grown mainly for sale).





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